NCFE CACHE

CACHE

NCFE CACHE Level 3 Technical Occupational Entry in Supporting Teaching and Learning (Diploma)
QN: 610/4000/9

Qualification Specification

Qualification summary

Qualification title	NCFE CACHE Level 3 Technical Occupational Entry in Supporting Teaching and Learning (Diploma)
Ofqual qualification number (QN)	610/4000/9
Guided learning hours (GLH)	311
Total qualification time (TQT)	530
Credit value	53
Minimum age	19
Qualification purpose	This qualification provides learners with an in-depth understanding of the knowledge and skills needed when working directly with children and young people in school and college environments.

It covers all aspects of specialist support, including planning; delivering and reviewing assessment strategies to support learning alongside the teacher; bilingual support; special needs support, personal development and reflective practice. |
| Grading | Achieved/not yet achieved |
| Assessment method | Internally assessed and externally quality assured portfolio of evidence |
| Work/industry placement experience | As learners need to show competence in both skills and knowledge, they will need to be working or be on a practical placement for the duration of the taught programme of study in a learning environment (school or college). It is recommended that learners undertake 200 placement hours in a real work environment (RWE), to be completed throughout the duration of the qualification before certification.

The hours above are recommendations, not mandatory minimum placement hours. They are therefore not part of the TQT calculation. |
| Occupational standards | This qualification is mapped against the following occupational standard:

ST0454: Teaching Assistant (Level 3) Version 1.1

A mapping document is available on the qualification's page on the NCFE website. |
UCAS	Please refer to the UCAS website for further details of points allocation and the most up-to-date information.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/4000/9.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Contents

Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

Aims and objectives

This qualification aims to:

*   enable entry to the associated occupation, providing entry competence, however further learning may be required in the workplace to reach full occupational competence
*   focus on the study of supporting teaching and learning
*   offer breadth and depth of study, incorporating a key core of knowledge
*   provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to:

*   provide learners with an in-depth understanding of the knowledge and skills needed to work in a school or college environment
*   provide a stepping stone into further learning within the sector

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

Guidance for entry and registration

This qualification is designed for learners working in roles that offer specialist support for pupils' learning in primary, secondary or special schools, as well as colleges.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal. Learners must be aged 19 or above to undertake this qualification.

There is no specific prior knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 2 qualification.

Centres are responsible for ensuring that all learners are capable of achieving the units and learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **all 16 mandatory** units.

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

Age range covered by the qualification

This qualification relates to working with children and/or young people from five years of age. Please note that some knowledge of development in the early years has been included in the specification to enhance learners' understanding.

Progression

Learners who achieve this qualification could progress to the following:

- employment:
  - teaching assistant
  - assistant teacher
  - classroom assistant
  - learning support assistant
  - specialist curriculum support
- further education:
  - special educational needs
  - early years education
  - teaching and learning
- higher education

Progression to higher-level studies

Level 3 qualifications can support progression to higher-level study, which requires knowledge and skills different from those gained at levels 1 and 2. Level 3 qualifications enable learners to:

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems
- interpret and evaluate relevant information and ideas
- understand the nature of the area of study or work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods

Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

Realistic work environment (RWE) requirement

The assessment of competence-based criteria should ideally be conducted within the workplace. However, in instances where this is not feasible, learners can be assessed in a realistic work environment (RWE) designed to replicate real work settings.

It is essential for organisations utilising an RWE to ensure it accurately reflects current and authentic work environments. By doing so, employers can be confident that competence demonstrated by a learner in an RWE will be translated into successful performance in employment.

In establishing an RWE, the following factors should be considered.

The work situation being represented is relevant to the competence requirements being assessed:

- the work situation should closely resemble the relevant setting
- equipment and resources that replicate the work situation must be current and available for use to ensure that assessment requirements can be met
- time constraints, resource access and information availability should mirror real conditions

The learner's work activities reflect those found in the work environment being represented, for example:

- interaction with colleagues and others should reflect expected communication approaches
- tasks performed must be completed to an acceptable timescale
- learners must be able to achieve a realistic volume of work as would be expected in the work situation being represented
- learners operate professionally with clear understanding of their work activities and responsibilities
- feedback from colleagues and others (for example customers, service users) is maintained and acted upon
- account must be taken of any legislation, regulations or standard procedures that would be followed in the workplace

Work/industry placement experience

As learners need to show competence in both skills and knowledge, they will need to be employed, or be on a practical placement for the duration of the taught programme of study in a learning environment, such as a school or college.

It is recommended that the learner undertakes 200 hours of placement in a RWE, to be completed throughout the duration of the qualification before certification.

The hours above are recommendations, not mandatory minimum placement hours. They are therefore not part of the TQT calculation.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual)

The minimum portfolio requirements are:

- six written works (for example, case studies, reports and essays)
- two slide shows
- three pupil observations
- one reflective account

Learners must be successful in this component to gain the NCFE CACHE Level 3 Teaching Occupational Entry in Supporting Teaching and Learning (Diploma) (610/4000/9).

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

We have created some sample tasks for the 16 internally assessed units, which can be found within a separate document in the member's area of the NCFE website. These tasks are not mandatory. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover LOs for 16 units and provide opportunities for stretch and challenge. For further information about contextualising the task/tasks, please contact the Provider Development team.

Unit 11 has a **mandated** assessment approach that requires learners to complete a reflective log.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

If a centre needs to create their own internal assessment tasks, there are five essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- ensuring that safeguarding, equality, diversity and inclusion are considered in their task design
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

It is expected that centre-devised tasks are reviewed by the centre and are comparable to both industry standards and standardised across centres. This will reduce predictability.

Group and collaborative working

Where group working can be helpful for manageability, learner output and assessment **must** still be carried out on an individual basis. There is no scope for **group assessment** within qualifications.

Learners can collaborate to research / carry out preparatory work. Each learner must write up their own account of the task, using their own words; for example, this could be in the form of a self-reflection. Learners will be individually assessed against the criteria.

A centre can observe learners as a group, but each learner is required to have their own evidence in terms of what they produced for the task. An individual observation record should also be completed for each learner to clearly show what the learner did in the assessment and how they performed.

Where group tasks are appropriate, centres should make it clear how the groups are to be formed and give learners some autonomy in the formation of those groups where practical. If a cohort has an insufficient number of learners, then cohorts can be formed using mixed groups of learners or the role of learners can be performed by other appropriate adults.

Measures to ensure sufficient individual evidence is generated for assessment purposes:

- AC being evidenced are clear for each individual within the group
- clear role definition from the outset to align with the evidence required by each learner for the task
- encouraging the use of journals or logs to record progress and monitor contributions across the group
- training group members on carrying out fair and valid self and peer assessment
- use of peer assessment and self-assessment to evaluate their own and others' contributions
- ensuring appropriate supervision by the assessor

The assessor/quality assurer will need to be able to see how **each** learner being assessed has contributed and met the LOs.

Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in section 3.

Unit 01 Schools and colleges as organisations (A/651/1021)

Unit summary				
This unit aims to prepare the learner for working in a learning environment. It covers knowledge and understanding of the structure of education, how schools and colleges are organised; ethos, mission, aims and values; policy frameworks, and the wider context in which schools and colleges operate.				
Assessment				
This unit is internally assessed and externally quality assured via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	**Level 3**	**2 credits**	**11 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the structure of education from early years to post-compulsory education	1.1 Summarise types of early years provision
	1.2 Identify key stages of the national curriculum
	1.3 Explain post-16 options for young people and adults
2. Understand how schools and colleges are organised in terms of roles and responsibilities	2.1 Explain the role held by: • governors • senior management team • other statutory roles, for example, special educational needs co-ordinator (SENCo) • teachers/tutors • support staff roles
	2.2 Identify external professionals who may work in education
3. Understand teamwork in schools and colleges	3.1 List characteristics of effective teamwork
	3.2 Explain the role of communication in establishing professional relationships for effective teamwork
4. Understand educational ethos, mission, aims and values	4.1 Identify ethos, mission, aims and values of an educational setting
	4.2 Explain how the ethos, mission, aims and values of an educational setting may be reflected in working practices
	4.3 Explain how equality, diversity and inclusion can be promoted within an educational setting
5. Understand the purpose of policies and procedures in education	5.1 Identify the policies and procedures schools and colleges have relating to: • staff • pupil welfare • teaching and learning • equality, diversity and inclusion • health, safety and security
	5.2 Explain how policies and procedures contribute to quality in education

Delivery and assessment guidance
There is no delivery and assessment guidance for this unit.

Unit 02 Support health and safety in a learning environment (J/651/1025)

Unit summary				
This unit provides the knowledge and understanding required to support children and young people's health and safety in a learning environment. Where learners are involved in placement opportunities, they should be encouraged to follow policy and procedures to keep children safe, healthy and well. This will support the learner, in applying knowledge and understanding of this unit.				
Assessment				
This unit is internally assessed and externally quality assured via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**20 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to plan and provide environments that support children and young people's health and safety	1.1 Identify legislation in relation to health and safety in a learning environment
	1.2 Describe the factors to take into account when planning healthy and safe indoor and outdoor environments
	1.3 Explain how health and safety is monitored and maintained in the learning environment
2. Understand how to recognise and manage risks to health, safety and security in a learning environment or during off-site visits	2.1 Give examples of potential risks and hazards in a learning environment
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 of ways to support children and young people to assess and manage risk in a learning environment
4. Understand appropriate responses to accidents, incidents, emergencies and illness in the learning environment and during off-site visits	4.1 Explain the policies and procedures of the learning environment in response to **accidents, incidents, emergencies and illness**
	4.2 Explain the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies
5. Understand own role in assisting in the administration of medication	5.1 Outline the organisational policies and procedures for the management of the administration of medication
	5.2 Describe own responsibilities and accountabilities in relation to the administration of medication

Range
4. Understand appropriate responses to accidents, incidents, emergencies and illness in the learning environment and during off-site visits

Range
4.1 Accidents, **incidents**, **emergencies and illness**, for example: • accidents, such as first aid incidents involving children, young people or adults • incidents, such as a bomb scare, off-site evacuation, stranger on the premises, weapon incident, extreme weather conditions • emergencies, such as a fire, missing children or young people, life threatening allergy reaction, security breach • recognising signs of illness such as fever, rashes or unconsciousness and taking appropriate action

Delivery and assessment guidance
There is no delivery and assessment guidance for this unit.

Unit 03 Understand how to safeguard children and young people (H/651/1033)

Unit summary				
This unit provides the knowledge and understanding required to support the safeguarding of children and young people.				
Assessment				
This unit is internally assessed and externally quality assured via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**25 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand legislation, guidelines, policies and procedures for safeguarding children and young people	1.1 Outline current legislation, guidelines, policies and procedures within Home Nations affecting the safeguarding of children and young people
2. Understand how to work in partnership with other organisations to safeguard children and young people	2.1 Explain the need to safeguard children and young people
	2.2 Explain the impact 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 need to ensure children and young people's safety and protection in the learning environment	3.1 Explain why we need to ensure children and young people are protected from harm within the learning environment
	3.2 Identify the risks and possible consequences for children and young people of being online and using **digital mobile devices**
	3.3 Describe ways of reducing risk to children and young people from: • social networking • internet use
	3.4 Explain how support staff can take steps to protect themselves within their everyday practice in the learning environment and during off-site activities
4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	4.1 Explain child protection within the wider context of safeguarding children and young people
	4.2 Identify different types of abuse and bullying
	4.3 Outline the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
	4.4 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting
	4.5 Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged
	4.6 Explain how serious case reviews inform practice
5. Understand how to work with children and young	5.1 Describe ways support staff can work with children and young people to build self-confidence and self-esteem

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
people to support their wellbeing	5.2 Describe the role of support staff in recognising the signs of mental health concerns in children and young people
	5.3 Identify the signs of possible mental health concerns in children and young people
	5.4 Explain the need to work with children and young people to enable them to develop emotional resilience and mental wellbeing

Range
3. Understand the need to ensure children and young people's safety and protection in the learning environment
3.2 Digital mobile devices, for example: • smart phone • tablet • other devices

Delivery and assessment guidance
There is no delivery and assessment guidance for this unit.

Unit 04 Develop professional relationships with children, young people and adults (R/651/1038)

Unit summary				
This unit provides the knowledge and understanding that underpins effective communication and professional relationships with children, young people and adults. It covers the competence required to develop professional relationships with children, young people and adults.				
Assessment				
This unit is internally assessed and externally quality assured via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 3	2 credits	15 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the principles of developing positive relationships with children, young people and adults	1.1 Explain why effective communication is beneficial in developing positive relationships with children, young people and adults
	1.2 Explain how different social, professional and cultural backgrounds may affect relationships and the way people communicate
	1.3 Describe ways the practitioner can build and maintain professional relationships with children, young people and adults
	1.4 Explain how barriers to professional relationships can be overcome
2. Understand legislation, policies and procedures for confidentiality and sharing information, including data protection	2.1 Summarise the main points of legislation and procedures covering confidentiality, data protection and the disclosure of information
	2.2 Explain the need to reassure children, young people and adults of the confidentiality of shared information and the limits of this
	2.3 Discuss situations when confidentiality protocols must be breached
3. Be able to develop professional relationships with children and young people	3.1 Show how to establish a rapport and respectful, trusting relationships with children and young people
	3.2 Show how to support children and young people in making choices for themselves
	3.3 Give attention to individual children and young people in a way that is fair to them and the group as a whole
4. Be able to communicate with children and young people	4.1 Use different forms of communication to meet the needs of children and young people
	4.2 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
	4.3 Explain learners' use of home language and local accents and dialects in a manner that values cultural diversity and reinforces positive self-images
5. Be able to develop professional relationships with adults	5.1 Demonstrate how to establish rapport and professional relationships with adults, using techniques to promote mutual trust and understanding

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	5.2 Demonstrate how to adapt communication with adults for: • cultural and social differences • the context of the communication • communication differences
6. Be able to support children and young people in developing relationships	6.1 Use ways of helping children and young people to understand the value of positive relationships with others
	6.2 Show how to be an effective role model in own relationships with children and young people
	6.3 Demonstrate ways of encouraging and supporting children and young people to: • understand and respect other people's individuality • deal with conflict for themselves • respect the feelings and points of view of others
7. Be able to support inclusion and inclusive practices in work with children and young people	7.1 Explain what is meant by inclusion and inclusive practices
	7.2 Identify barriers to children and young people's participation
	7.3 Demonstrate ways of supporting inclusion and inclusive practices in own work with children and young people

Delivery and assessment guidance
There is no delivery and assessment guidance for this unit.

Unit 05 Understand how children and young people develop (H/651/1042)

Unit summary				
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.				
Assessment				
This unit is internally assessed and externally quality assured via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 3	3 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the expected pattern of development for children and young people from birth to 19 years	1.1 Describe milestones in children's holistic development from birth to 19 years
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 **biological 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 educational frameworks 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 Identify how **other professionals** and different types of interventions can promote positive outcomes for children and young people, where development is not following the expected pattern

Range
2. Understand the factors that influence children and young people's development and how these affect practice

2.1 Biological factors, for example:
 	
• health conditions or disability
• congenital conditions that are present at birth
 	
2.2 External factors, for example:
 	
• poverty and deprivation
• family environment, such as:
    o   housing
    o   overcrowding
    o   refugee or newly arrived status

Range
- o domestic violence   - o substance/alcohol abuse   - o young carer   - o divorce   - o bereavement   - culture and religion   - education environment, such as: - o exclusion   - o school in special measures   - bullying   - looked after children/care status   - transition such as puberty   - English as second language   **2.3 Theories of development:**   - cognitive (for example, Piaget)   - psychoanalytic (for example, Freud)   - humanist (for example, Maslow)   - social learning (for example, Bandura)   - operant conditioning (for example, Skinner)   - behaviourist (for example, Watson)

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
3.2 Other professionals could include: - social worker   - speech and language therapist   - psychologist   - psychiatrist   - youth justice worker   - physiotherapist   - nurse specialist   - additional learning support   - health visitor

Delivery and assessment guidance
There is no delivery and assessment guidance for this unit.

Unit 06 Support positive behaviour in children and young people (M/651/1046)

Unit summary				
This unit provides the knowledge, skills and understanding required to support children and young people's positive behaviour. It requires demonstration of competence in promoting positive behaviour and managing behaviour that challenges.				
Assessment				
This unit is internally assessed and externally quality assured via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 3	4 credits	20 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand policies and procedures for promoting children and young people's positive behaviour in a learning environment	1.1 Summarise policies and procedures relevant to promoting children and young people's positive behaviour
	1.2 Explain effective practice in relation to behaviour management
2. Be able to promote positive behaviour	2.1 Review expectations in relation to behaviour when working with others
	2.2 Explain strategies for promoting positive behaviour according to the policies and procedures of the setting
	2.3 Use effective role model behaviour to the standards of behaviour expected of children, young people and adults within the learning environment
3. Be able to manage behaviour that challenges in a learning environment	3.1 Demonstrate strategies to minimise disruption in a teaching and learning environment
	3.2 Use policies and procedures to manage **behaviour that challenges**
	3.3 Provide support for colleagues in relation to behaviour that challenges
	3.4 Explain referral processes in line with policies and procedures for behaviour that challenges

Range
3. Be able to manage behaviour that challenges in a learning environment
3.2 Behaviour that challenges 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. It may involve: • verbal abuse (for example, racist comments, threats, bullying others) • physical abuse (for example, assault of others, damaging property) • behaviour that is destructive to the child/young person • behaviour that is illegal

Delivery and assessment guidance
There is no delivery and assessment guidance for this unit.

Unit 07 Support children and young people during learning activities (H/651/1051)

Unit summary				
This unit provides the knowledge, understanding and skills to support learning activities in different learning environments. It requires competence in supporting the planning, delivery, assessment, and review cycle.				
Assessment				
This unit is internally assessed and externally quality assured via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**25 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to contribute to planning learning activities	1.1 Explain how support staff may contribute to the planning, delivery and review of learning activities to support teaching and learning
	1.2 Use knowledge of children and young people to contribute to planning and offer constructive suggestions for own role
2. Be able to prepare for learning activities	2.1 Select and prepare the resources required for the planned learning activities
	2.2 Explain the objectives, content and intended outcomes of learning activities
	2.3 Develop and adapt resources to meet the needs of learners
3. Be able to support learning activities	3.1 Select and demonstrate learning support strategies to meet the needs of learners
	3.2 Show how to work in partnership with others to support learning activities
	3.3 Show how to support the inclusion of all learners involved in learning activities
	3.4 Explain barriers when supporting learning activities and how to overcome these
	3.5 Show how to support learning in different environments: • indoor • outdoor
4. Be able to observe and report on learner participation and progress	4.1 Assess learner development, participation and progress
	4.2 Use required methods and materials to record observations and feedback to others on learner development, participation and progress
5. Be able to contribute to the evaluation of learning activities	5.1 Show how to contribute to the evaluation of learning activities
	5.2 Use the outcomes of observations and assessments to: • provide feedback to learners on their progress • provide the teacher/tutor with constructive feedback on the learning activities
	5.3 Reflect on own practice in supporting learning activities

Delivery and assessment guidance
There is no delivery and assessment guidance for this unit.

Unit 08 Support English and maths skills (R/651/1056)

Unit summary				
This unit provides the knowledge, skills and understanding to support English and maths teaching and learning'				
Assessment				
This unit is internally assessed and externally quality assured via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**25 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to identify learner needs for English and maths support	1.1 Collate information about learners': • English and maths skills • learning targets • English and maths support needs
	1.2 Identify and explain: • the teaching and learning objectives of a planned activity • the English and maths demands of learning activities
2. Be able to provide English support to help learners access teaching and learning	2.1 Use knowledge of the individual needs of learners to provide English support
	2.2 Use opportunities to support the development of learners' **English skills**
	2.3 Use a range of strategies for supporting learners to develop reading, writing and communication skills
	2.4 Show how to work with children and young people in ways that encourage self-esteem and confidence in relation to English skills
3. Be able to provide maths support to help learners access teaching and learning	3.1 Use knowledge of the individual needs of learners to provide maths support
	3.2 Use opportunities to support the development of learners' **maths skills**
	3.3 Use a range of strategies to support learners to use and solve mathematical problems
	3.4 Show how to work with children and young people in ways that encourage self-esteem and confidence in relation to maths skills

Range
2. Be able to provide English support to help learners access teaching and learning
2.2 English skills, for example reading, writing, speaking/talking and listening
3. Be able to provide maths support to help learners access teaching and learning
3.2 Maths skills covers the confidence and skills needed to use and apply mathematics including: • counting and understanding numbers • knowing and using number facts • calculating • understanding shape • measuring • gathering information by counting and measuring

Range
• handling data • presenting data in graphs, diagrams and tables

Delivery and assessment guidance
There is no delivery and assessment guidance for this unit.

Unit 09 Support the use of ICT in the learning environment (Y/651/1058)

Unit summary				
This unit provides the knowledge, understanding and skills to provide ICT support across teaching and learning. It requires knowledge of policies and procedures for the use of ICT in the learning environment and the demonstration of competence in using ICT to promote learning and support learners to review their achievements.				
Assessment				
This unit is internally assessed and externally quality assured via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**15 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the policy and procedures for the use of ICT for teaching and learning	1.1 Describe the setting's policy for the use of ICT for teaching and learning
	1.2 Identify the ICT resources used for teaching and learning within the learning environment
	1.3 Outline relevant legislation, regulations and guidance in relation to the use of ICT, for example, software licensing
	1.4 Describe the requirements and procedures for storage and security of ICT resources
2. Understand how to prepare ICT resources for use in teaching and learning	2.1 Describe the risks associated with ICT resources and how to minimise them
	2.2 List ICT resources that may be accessed in a teaching and learning environment
	2.3 Explain the importance of the use of screening devices to prevent access to unsuitable material via the internet
3. Be able to support the use of ICT for teaching and learning	3.1 Use ICT resources correctly and safely, when asked to do so
	3.2 Give clear guidance and instructions to others on the use of ICT resources
	3.3 Provide an appropriate level of assistance to enable learners to experience a sense of achievement, maintain self-confidence and encourage self-help skills in the use of ICT
	3.4 Describe the sorts of problems that might occur when supporting learners using ICT and how to deal with these

Delivery and assessment guidance
There is no delivery and assessment guidance for this unit.

Unit 10 Support assessment for learning (L/651/1063)

Unit summary				
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				
This unit is internally assessed and externally quality assured via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 3	3 credits	15 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the purpose and characteristics of assessment for learning	1.1 Analyse the role of the support worker in relation to assessing learner achievement
	1.2 Summarise the difference between formative and summative assessment
	1.3 Explain the characteristics of assessment for learning
2. Be able to use assessment strategies to promote learning	2.1 Use clear language and examples to discuss and clarify personalised learning goals and criteria for assessing progress with learners
	2.2 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
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 Demonstrate ways to encourage learners to communicate their needs and ideas for future learning
	3.3 Show how to support learners in using peer assessment and self-assessment to evaluate their learning achievements
	3.4 Show how to 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/tutor 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
5. Be able to maintain learner records	5.1 Collate the information needed to update learner records from valid and reliable sources

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	5.2 Show how to raise any **concerns** about the information with the **relevant people**
	5.3 Review learner records to ensure they are accurate, complete and up to date
	5.4 Show how to maintain confidentiality according to organisational and legal requirements
	5.5 Use organisational procedures to ensure secure storage of learner records

Range
2. Be able to use assessment strategies to promote learning
2.2 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 in 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 • encouraging peer assessment
5. Be able to maintain learner records
5.2 Concerns relating to: • the validity of information • the authenticity of information • the sufficiency of information • the wider implications of the information (for example, attendance patterns, child protection concerns) **5.2 Relevant people**, for example: • teachers • head of subject/year group • special educational needs co-ordinator (SENCo) • programme co-ordinator • senior management • designated safeguarding officer (DSO) • education welfare officer (EWO) • office staff

Delivery and assessment guidance
There is no delivery and assessment guidance for this unit.

Unit 11 Engage in personal and professional development (T/651/1066)

Unit summary				
This unit is aimed at those who work with children and young people in a wide range of learning environments. The unit considers personal development and reflective practice, which are both fundamental to this role.				
Assessment				
This unit is internally assessed and externally quality assured via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**15 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) 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
2. Be able to reflect on organisational practice	2.1 Explain how reflection supports improving the quality of the learning environment
	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 **internal or external benchmarks**
	3.2 Demonstrate use of feedback and reflective practice 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 Show how to work with **others** to review and prioritise own learning needs, professional interests and development opportunities
	4.3 Show how to work with others to agree a personal development plan and set targets
5. Be able to use learning opportunities and reflective practice to contribute to personal development	5.1 Evaluate how **learning opportunities** identified in your personal development plan have improved performance
	5.2 Explain how reflection on own practice has led to improved ways of working
	5.3 Show how to record progress in relation to a personal development plan

Range
3. Be able to evaluate own performance
3.1 Internal and external benchmarks, for example: • codes of practice • regulations • minimum standards • Ofsted • staff handbook • job description

Range
4. Be able to agree a personal development plan
4.2 Others may include: • carers • advocates • supervisor, line manager or employer • other professionals
5. Be able to use learning opportunities and reflective practice to contribute to personal development
5.1 Learning opportunities, for example: • formal course such as first aid • in-house training • practical exercises • online updating, webinars • shadowing colleagues • independent research or reading

Delivery and assessment guidance
This unit has a **mandated** assessment approach that requires learners to complete a reflective log. It is recommended that unit 11 is one of the first units the learners receive and one of the last to be assessed. By completing the unit throughout the qualification, this will enable the learner to reflect on their initial skills and knowledge, and reflect on their journey throughout their qualification.

Unit 12 Support children and young people's speech, language and communication (Y/651/1067)

Unit summary				
This unit aims to provide a basis for understanding the importance of speech, language and communication for children and young people's overall development and interaction with others. It also explores ways to support children and young people in the development of their speech, language and communication skills.				
Assessment				
This unit is internally assessed and externally quality assured via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**25 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of speech, language and communication for children and young people's overall development	1.1 Explain each of the terms: • speech • language • communication • speech, language and communication needs
	1.2 Describe theoretical perspectives in relation to speech, language and communication development
	1.3 Explain how children and young people's speech, language and communication skills affect other areas of development
	1.4 Describe the potential impact of speech, language and communication needs on holistic development in the short- and long-term
2. Understand the role of support staff when supporting speech, language and communication development in the learning environment	2.1 Explain how support staff can effectively support and extend the speech, language and communication development of children and young people through the use of: • visual prompts and cues • different types of interaction • developing vocabulary • using different forms of communication • adapting methods of communication to meet the needs and abilities of children and young people
3. Be able to provide support for the speech, language and communication development of children and young people in the learning environment	3.1 Demonstrate how to provide support for speech, language and communication for individuals, children and/or young people taking into account the: • age • specific needs • abilities • home language • children and young people's own interests

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	3.2 Analyse how the use of technology supports the development of speech, language and communication
	3.3 Demonstrate how to work with children and young people to develop speech, language and communication in the following situations: • 1:1 basis • groups
	3.4 Demonstrate ways of supporting children and young people with communication and interaction needs to actively participate in learning tasks and activities
4. Be able to contribute to maintaining a positive environment that supports speech, language and communication	4.1 Show how to create a positive environment for supporting speech, language and communication development
	4.2 Reflect on own role in relation to supporting speech, language and communication development

Delivery and assessment guidance
There is no delivery and assessment guidance for this unit.

Unit 13 Understand how to support bilingual learners (A/651/1068)

Unit summary				
This unit provides the knowledge and understanding to support bilingual learners in a learning environment.				
Assessment				
This unit is internally assessed and externally quality assured via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**15 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to contribute to the assessment of bilingual learners	1.1 Define the terms: • English as an additional language (EAL) • bilingual • advanced learner of EAL
	1.2 Explain the importance of conducting an initial assessment of bilingual learners
	1.3 Identify the types of information relevant people may require to help them in meeting the learning, language development and wellbeing needs of the bilingual learner
	1.4 Explain why a specialist assessment may be required
2. Understand how to support bilingual learners to access the curriculum	2.1 Explain the importance of using the learners' preferred language to introduce and settle them into the learning environment
	2.2 Describe different learning activities and resources that can be used to promote personalised learning including development of learners' language skills
	2.3 Identify the challenges the bilingual learner may face to access learning
	2.4 Describe the strategies that support the learning and language development of individual bilingual learners

Delivery and assessment guidance
There is no delivery and assessment guidance for this unit.

Unit 14 Understand how to support learning of children and young people with special educational needs and disabilities (D/651/1069)

Unit summary				
This unit provides the knowledge and understanding to provide support for children and young people with special educational needs and disabilities (SEND) in the learning environment.				
Assessment				
This unit is internally assessed and externally quality assured via a portfolio of evidence.				
Mandatory	Achieved/not yet achieved	Level 3	4 credits	25 GLH

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the principles of inclusive practice and the rights of disabled children and young people and those with special educational needs	1.1 Identify the requirements of current legislation in Home Nations in relation to inclusive practice
	1.2 Summarise the rights of children and young people with SEND
	1.3 Summarise the provision, assessment and intervention frameworks for children with SEND
	1.4 Explain the importance of early recognition and intervention for children with SEND
	1.5 Identify **barriers to participation** for children with SEND
2. Understand how to obtain information about individual needs, capabilities and interests of disabled children and young people, and those with special educational needs	2.1 Outline how to observe and identify the needs, capabilities and interests of children with SEND
	2.2 Explain the roles and responsibilities of **others** who contribute to the support of children and young people with SEND
	2.3 Evaluate the benefit of working with others to support children and young people with SEND
3. Understand the special educational needs of children and young people with cognition and learning needs	3.1 Describe the range of cognitive skills necessary for effective learning
	3.2 Identify the significant differences between global and specific learning difficulties
	3.3 Explain how cognitive difficulties impact upon the development of language and communication and how this might affect learning
4. Understand the special educational needs of children and young people with emotional, behavioural and social development needs	4.1 Explain how aspects of upbringing, home circumstances and physical and emotional health of children and young people can affect their ability to relate to others
	4.2 Explain how mental health could impact on a child or young person's life
	4.3 Explain how to work with children, young people and others to identify and set behaviour goals and boundaries for children and young people with emotional, behavioural and social development needs
	4.4 Reflect on ways of developing self-reliance and self-esteem to support children and young people with emotional, behavioural and social development needs

5. Understand the special educational needs of learners with sensory and/or physical needs	5.1 Explain the **effect of a primary disability** on children and young people's development
	5.2 Describe a range of specialist equipment and technology resources available for children and young people with SEND and reflect on how they help to overcome or reduce the impact of sensory or physical impairment
6. Understand the kinds of strategies needed to support children and young people with SEND	6.1 Explain how to work with children and young people using strategies to support their learning and development

Range
1. Understand the principles of inclusive practice and the rights of disabled children and young people and those with special educational needs
1.5 Barriers to participation: anything that prevents a child or young person participating fully in activities and experiences offered by the setting or service
2. Understand how to obtain information about individual needs, capabilities and interests of disabled children and young people, and those with special educational needs
2.1 Others may be: • family members • teachers/specialist teachers • other adults in the setting, for example, SENCo • professionals external to the setting, for example, educational psychologist • health professionals
5. Understand the special educational needs of learners with sensory and/or physical needs
5.1 Effect of a primary disability to include the effect of: • physical disability • long-standing or progressive conditions • chronic illness, pain and fatigue

Delivery and assessment guidance
There is no delivery and assessment guidance for this unit.

Unit 15 Support children and young people during transitions (J/651/1070)

Unit summary				
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.				
Assessment				
This unit is internally assessed and externally quality assured via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**4 credits**	**20 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) 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 how different types of transitions may affect a child or young person
	1.3 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 experiences
	1.4 Explain how transitions may affect children and young people most at risk of exclusion or underachievement
	1.5 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 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 that may relate to a transitional experience
	2.4 Show how to recognise and take account of any signs of change in the attitude and behaviour of individual children or young people
	2.5 Use procedures of own work setting to share information or concerns about children or young people with the appropriate person
3. Be able to support children and young people to manage transitions in their lives	3.1 Show ways of supporting children and young people to manage transitions in their lives
	3.2 Provide opportunities for children and young people to discuss the effects and results of transition

Delivery and assessment guidance
There is no delivery and assessment guidance for this unit.

Unit 16 Support the role of play, leisure and extra-curricular activities for children and young people (K/651/1071)

Unit summary				
This unit provides the knowledge and understanding required to support children and young people's play and leisure. It requires knowledge of play and leisure activities and helping children and young people to manage risk and challenge. This unit also explores enrichment through an extra-curricular activity such as a study club, recreational activity, sports team or performing arts activity.				
Assessment				
This unit is internally assessed and externally quality assured via a portfolio of evidence.				
Mandatory	**Achieved/not yet achieved**	**Level 3**	**3 credits**	**15 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the nature and importance of play and leisure	1.1 Describe the benefit of play and leisure and how they contribute to children and young people's development
	1.2 Distinguish between play and leisure, and adult-led activities
	1.3 Outline the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play
2. Understand own role in relation to the requirements of play and leisure activities	2.1 Describe own role in supporting children and young people's play and leisure activities
	2.2 Explain the importance of knowing when to leave children and young people to play or relax uninterrupted
	2.3 Identify **adaptations** that can be made to support children and young people with SEND to participate in the full range of play and leisure opportunities provided
3. Understand how to balance risk and challenge with the benefits of the play and leisure opportunity	3.1 Explain the value of risk and challenge in children and young people's play and leisure
	3.2 Describe why it is essential for children and young people to manage risk and challenge for themselves

Range
2. Understand own role in relation to the requirements of play and leisure activities
2.3 Adaptations that can be made to support participation of children and young people in relation to: • the environment • activities • working practice • resources

Delivery and assessment guidance
There is no delivery and assessment guidance for this unit.

NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in this qualification/these qualifications are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Knowledge LOs

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/skills LOs

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

The centre with whom the learners are registered will be responsible for making all assessment decisions. Assessors must be *contracted* to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

Section 3: explanation of terms

This table explains how the terms used at level 3 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Consider	Think carefully and write about a problem, action or decision.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which…)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions (which…)	Make a final decision or judgment based on reasons.
Estimate	Form an approximate opinion or judgment using previous knowledge or considering other information.

Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes that might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

Section 4: support

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learning resources
- sample assessment tasks
- Qualification Factsheet

Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.

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Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit

⭐Knowledge-only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH
⭐	Unit 01	A/651/1021	Schools and colleges as organisations	3	2	11
⭐	Unit 02	J/651/1025	Support health and safety in a learning environment	3	3	20
⭐	Unit 03	H/651/1033	Understand how to safeguard children and young people	3	4	25
	Unit 04	R/651/1038	Develop professional relationships with children, young people and adults	3	2	15
⭐	Unit 05	H/651/1042	Understand how children and young people develop	3	3	25
	Unit 06	M/651/1046	Support positive behaviour in children and young people	3	4	20
	Unit 07	H/651/1051	Support children and young people during learning activities	3	4	25
	Unit 08	R/651/1056	Support English and maths skills	3	4	25

Unit number	Regulated unit number	Unit title	Level	Credit	GLH
Unit 09	Y/651/1058	Support the use of ICT in the learning environment	3	3	15
Unit 10	L/651/1063	Support assessment for learning	3	3	15
Unit 11	T/651/1066	Engage in personal and professional development	3	3	15
Unit 12	Y/651/1067	Support children and young people's speech, language and communication	3	4	25
Unit 13	A/651/1068	Understand how to support bilingual learners	3	3	15
Unit 14	D/651/1069	Understand how to support learning of children and young people with special educational needs and disabilities	3	4	25
Unit 15	J/651/1070	Support children and young people during transitions	3	4	20
Unit 16	K/651/1071	Support the role of play, leisure and extra-curricular activities for children and young people	3	3	15

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

Change history record

Version	Publication date	Description of change
v1.0	August 2025	First publication
v1.1	November 2025	• Information added to 'Internal assessment' section around consideration for safeguarding, equality, diversity and inclusion • Additional section added: 'Group and collaborative working'