

**This qualification is now withdrawn**

## Qualification Specification

Level 3 Supporting Teaching and Learning in  
Schools Qualifications Suite

NCFE CACHE Level 3 Award in Supporting Teaching and  
Learning in Schools  
QRN: 500/9963/2

NCFE CACHE Level 3 Certificate in Supporting Teaching  
and Learning in Schools  
QRN: 500/9745/3

NCFE CACHE Level 3 Diploma in Specialist Support for  
Teaching and Learning in Schools  
QRN: 501/0476/7

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### **Qualification reference numbers:**

NCFE CACHE Level 3 Award in Supporting Teaching and Learning in Schools	500/9963/2
NCFE CACHE Level 3 Certificate in Supporting Teaching and Learning in Schools	500/9745/3
NCFE CACHE Level 3 Diploma in Specialist Support for Teaching and Learning in Schools	501/0476/7

### **Publication date**

Version 2.0	July 2010
Version 3.0	December 2010
Version 4.0	June 2011
Version 5.0	May 2013
Version 6.0	October 2013
Version 7.0	November 2013
Version 8.0	May 2014
Version 9.0	July 2014
Version 10.0	October 2015
Version 11.0	March 2016
Version 12.0	June 2016
Version 13.0	July 2017
Version 14.0	October 2017
Version 15.0	November 2018
Version 15.1	April 2019
Version 15.2	September 2019
Version 15.3	February 2020
Version 16.0	October 2020

### **Publisher**

Registered Office: NCFE, Q6, Quorum Business Park, Benton Lane, Newcastle upon Tyne, NE12 8BT  
Registered Company No: 02896700 (England and Wales)  
Registered Charity No: 1034808

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# Summary of changes

This section summarises the changes to this qualification specification since the last version.

Version	Publication Date	Summary of amendments
v15.1	April 2019	Safeguarding guidance
v15.2	September 2019	Clarity added ref A – Assessment Method on page 120
v15.3	February 2020	<a href="#">Resources</a> section added.
v16.0	October 2020	References to Apprenticeship Frameworks removed due to withdrawal.

# Section 1 General introduction

## About this Qualification Specification

This Qualification Specification contains all the mandatory units and assessments you will need to complete as part of the qualification. As well as the mandatory units there is a choice of 'optional units' which form part of the qualification. These are available on our secure website. Your tutor or assessor will either supply you with copies of your chosen units or direct you to the relevant page on the website so you can download them. This Specification also contains extra information for your tutor or assessor.

## How the qualifications work

These qualifications are made up of units each representing a small step of learning. This allows the qualifications to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** - *shows how difficult it is*
- a **credit value** - *one credit represents about 10 hours' work*
- a **unit aim** – *explains what is covered in the unit*
- **learning outcomes** – *cover what you need to do (skills) or what you need to understand (knowledge)*
- **assessment criteria** – *what you need to show (evidence)*

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		

## Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

### Competence / Skills based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied (please see chart in Assessment Guidance section). All evidence must be based on the learner's experience in a real work environment.

### Knowledge based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, Knowledge-only units are indicated by a lightbulb in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a lightbulb, it is a skills unit or contains a mix of knowledge and skills.

## Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a Tutor or Assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.



## Making use of our websites

Our websites are maintained on a regular basis and this is where the most up to date documents can be found. We strongly advise that these should be used as a resource on an on-going basis to ensure you always have the most current information.

**All** our qualification documents are version controlled, allowing you to check for updates or revisions.

### The Public Website

Our public website address is [www.cache.org.uk](http://www.cache.org.uk). The website contains information about all our qualifications, and also a link to our QualHub [www.qualhub.co.uk](http://www.qualhub.co.uk) which contains:

- Key Facts
- Qualification Specifications

There are also some other key documents that can be referred to when required. For example:

- Complaints Procedure
- Appeals Process
- Diversity Statement

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

### The Centre Secure Website

More specific information to support Centre delivery can be found in our members area on QualHub. **This site is for Approved Centres only.**

To access the members area on QualHub, please log in using the details provided by the Centre administrator.

## Plagiarism

Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's or our disciplinary procedure. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

### **Buying and selling assignments**

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

## Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of CACHE's Diversity and Equality Policy is available on the website.

## Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the six diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations Policy for guidance. For more information on the Reasonable Adjustments and Special Considerations Policy, please see our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

## **Section 2: About these qualifications**

## Qualification summary

<b>Title</b>	NCFE CACHE Level 3 Award in Supporting Teaching and Learning in Schools		
<b>Qualification number</b>	500/9963/2		
<b>Aim</b>	<p>This qualification will provide learners with an understanding of the knowledge needed when working directly with children and young people in school environments. It includes learning about children and young people's development, safeguarding their welfare and communication and professional relationships.</p> <p>The Award is suitable for learners not yet working in a Level 3 school role but could achieve at this level. It is also suitable as initial training.</p>		
<b>Purpose</b> Ofqual code and description (where applicable)	C2. Prepare for employment in a specific occupational area Note: Does not confer competence or licence to practice		
<b>Total Qualification Time (hours)</b>	120		
<b>Guided Learning Hours</b>	80		
<b>Credit value</b>	12	<b>Minimum credits at / above Level</b>	12
<b>Minimum age for learners</b>	16		
<b>Age ranges covered by the qualification</b>	From 5 to 19 years of age. Please note that some knowledge of development in the early years has been included in the specification to enhance learners understanding.		
<b>Real work environment (RWE) requirement / recommendation</b>	Learners do not need to be working or undertaking practical placements to take this qualification.		
<b>Rules of Combination</b>	The learner must achieve 4 mandatory Level 3 units, totalling 12 credits. There are no exemptions, barred combinations or equivalent units.		
<b>Progression</b>	The Level 3 Certificate in Supporting Teaching and Learning in Schools and the Level 3 Diploma in Specialist Support for Teaching and Learning in Schools.		
<b>Recommended assessment methods</b>	<p>All units will be internally assessed using a range of methods which could include: direct observation within the workplace, a portfolio of evidence, written assignments or a task set by us*.</p> <p>* NB: assessment tasks are provided for tutors' convenience. They are not mandatory.</p>		

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<b>Additional assessment requirements</b>	All units must be assessed in line with the Teaching Agency (formerly TDA) Assessment Principles.
<b>Grading system</b>	The qualification will be achieved or not yet achieved, all the assessment criteria must be achieved.
<b>How long will it take to complete?</b>	The Level 3 Award and Certificate in Supporting Teaching and Learning in Schools can usually be completed in one year.
<b>Entry requirements / recommendations</b>	Learners should be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines.
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 500/9963/2.

## Qualification summary

<b>Title</b>	NCFE CACHE Level 3 Certificate in Supporting Teaching and Learning in Schools		
<b>Qualification number</b>	500/9745/3		
<b>Aim</b>	<p>This qualification will provide learners with an understanding of the knowledge needed when working directly with children and young people in school environments. It includes learning about children and young people's development, safeguarding their welfare and communication and professional relationships.</p> <p>The Certificate is suitable for learners working in senior roles that support pupils' learning in primary, secondary or special schools.</p>		
<b>Purpose</b> Ofqual code and description (where applicable)	D1: Confirm competence in an occupational role to the standards required		
<b>Total Qualification Time (hours)</b>	320		
<b>Guided Learning Hours</b>	180		
<b>Credit value</b>	32	<b>Minimum credits at / above Level</b>	32
<b>Minimum age of learner</b>	16		
<b>Age ranges covered by the qualification</b>	From 5 to 19 years of age. Please note that some knowledge of development in the early years has been included in the specification to enhance learners understanding.		
<b>Real work environment (RWE) requirement / recommendation</b>	Learners will need to be working or on a practical placement in a school as they need to show competence in both knowledge and skills.		
<b>Rules of Combination</b>	The learner must achieve 11 mandatory Level 3 units, totalling 32 credits. There are no exemptions, barred combinations or equivalent units.		
<b>Progression</b>	The Level 3 Diploma in Specialist Support for Teaching and Learning in Schools and into the workforce.		
<b>Recommended assessment methods</b>	<p>All units will be internally assessed using a range of methods which could include: direct observation within the workplace, a portfolio of evidence, written assignments or a task set by us*.</p> <p>* NB: assessment tasks are provided for tutors' convenience. They are not mandatory.</p>		

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<b>Additional assessment requirements</b>	All units must be assessed in line with the Teaching Agency (formerly TDA) Assessment Principles.
<b>Grading system</b>	The qualification will be achieved or not yet achieved, all the assessment criteria must be achieved.
<b>How long will it take to complete?</b>	The Level 3 Award and Certificate in Supporting Teaching and Learning in Schools can usually be completed in one year.
<b>Entry requirements / recommendations</b>	Learners should be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines.
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 500/9745/3.

## Qualification summary

<b>Title</b>	NCFE CACHE Level 3 Diploma in Specialist Support for Teaching and Learning in Schools		
<b>Qualification number</b>	501/0476/7		
<b>Aim</b>	<p>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 environments. It covers all aspects of specialist support including planning, delivering and reviewing assessment strategies to support learning alongside the teacher, bilingual and special needs support and personal development and reflective practice.</p> <p>It is aimed at learners working in roles that offer specialist support for pupils' learning in primary, secondary or special schools.</p>		
<b>Purpose</b> Ofqual code and description (where applicable)	D1: Confirm competence in an occupational role to the standards required		
<b>Total Qualification Time (hours)</b>	440		
<b>Guided Learning (hours)</b>	232		
<b>Credit value</b>	44	<b>Minimum credits at / above Level</b>	40
<b>Minimum age of learner</b>	16		
<b>Age ranges covered by the qualification</b>	From 5 to 19 years of age. Please note that some knowledge of development in the early years has been included in the specification to enhance learners understanding.		
<b>Real work environment (RWE) requirement / recommendation</b>	Learners will need to be working or on a practical placement in a school as they need to show competence in both knowledge and skills.		
<b>Rules of Combination</b>	The learner must achieve 11 mandatory units, totalling 32 credits, plus 12 credits from a group of 38 optional units, to achieve the Diploma. Of the 44 credits required to achieve the Diploma, 40 of them must be at or above the level of the qualification (Level 3). There are required combinations, a barred combination and an exemption (see full qualification details for further information).		
<b>Progression</b>	Foundation degree or into the workforce.		



<b>Recommended assessment methods</b>	<p>All units will be internally assessed using a range of methods which could include: direct observation within the workplace, a portfolio of evidence, written assignments or a task set by us*.</p> <p>* NB: assessment tasks are provided for tutors' convenience. They are not mandatory.</p>
<b>Additional assessment requirements</b>	All units must be assessed in line with the Teaching Agency (formerly TDA) Assessment Principles.
<b>Grading system</b>	The qualification will be achieved or not yet achieved, all the assessment criteria of the chosen units must be achieved.
<b>How long will it take to complete?</b>	The qualification can usually be completed in one year.
<b>UCAS</b>	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up to date information.
<b>Entry requirements / recommendations</b>	Learners should be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines.
<b>Regulation information</b>	This is a regulated qualification. The regulated number for this qualification is 501/0476/7.

## Qualification introduction and purpose

We are offering the following Level 3 Supporting Teaching and Learning in Schools (STL) qualifications:

- Level 3 Award in Supporting Teaching and Learning in Schools
- Level 3 Certificate in Supporting Teaching and Learning in Schools
- Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

All of the qualifications have been designed to allow progression into the school workforce.

## Rules of combination and progression

### **Level 3 Award in Supporting Teaching and Learning in Schools**

The learner must achieve 4 mandatory Level 3 units, totalling 12 credits. There are no exemptions, barred combinations or equivalent units.

This qualification provides the learner with the opportunity to progress to the Level 3 Certificate in Supporting Teaching and Learning in Schools, the Level 3 Diploma in Specialist Support for Teaching and Learning in Schools and into the workforce.

### **Level 3 Certificate in Supporting Teaching and Learning in Schools**

The learner must achieve 11 mandatory Level 3 units, totalling 32 credits. There are no exemptions, barred combinations or equivalent units.

This qualification provides the learner with the opportunity to progress to the Level 3 Diploma in Specialist Support for Teaching and Learning in Schools and into the workforce.

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

The learner must achieve 11 mandatory units, totalling 32 credits, plus 12 credits from a group of 38 optional units, to achieve the Diploma. Of the 44 credits required to achieve the Diploma, 40 of them must be at or above the level of the qualification (Level 3). There are required combinations; a barred combination and an exemption (see full qualification details for further information).

This qualification allows progression to Higher Level Teaching Assistant (HLTA) status, to relevant Foundation Degrees and Degrees, and into the workforce.

## Level 3 Award in Supporting Teaching and Learning in Schools

This qualification will provide learners with an understanding of the knowledge and skills needed when working directly with children or young people in school environments.

The units cover child and young person development and safeguarding their welfare.

They also cover:

- communication and professional relationships with children, young people and adults
- schools as organisations, including types of schools, policies and procedures and the wider environment in which they operate.

It is suitable for learners not yet in a school role but who have the capability to achieve at Level 3 or learners in a Level 2 role wishing to demonstrate that they are ready for progression to Level 3. It is also suitable as initial training for those newly in post.

The Award shares four mandatory units with the Level 3 Certificate in Supporting Teaching and Learning in Schools. This enables credits and learning to be transferred from this qualification to the Level 3 Certificate, providing a direct progression route.

### Mandatory Units

TDA3.1 Communication & Relationships F/601/3327 Level 3 Credit 2 GLH 10
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+

TDA3.2 Schools as organisations A/601/3326 Level 3 Credit 3 GLH 15
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+

CYPCore3.1 Understand CYP develop... L/601/1693 Level 3 Credit 4 GLH 30
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+

CYPCore3.3 Understand how to safeguard Y/601/1695 Level 3 Credit 3 GLH 25
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**The learner must achieve all 4 mandatory units, totaling 12 credits.**

Total Mandatory Units 4  
Total Credit 12  
Total GLH 80

<b>Qualification title</b>	<b>Level 3 Award in Supporting Teaching and Learning in Schools</b>
<b>Credit value</b>	12
<b>Credits to be achieved at the level of the qualification or above</b>	12
<b>Credits from mandatory units</b>	12
<b>Credits from optional units</b>	0
<b>Credits from other units</b>	0
<b>Credits from equivalent units</b>	No equivalent units
<b>Exemptions</b>	No exemptions
<b>Time limits on the process of credit accumulation or exemptions</b>	None

	<b>Unit No.</b>	<b>Unit Title</b>	<b>Level</b>	<b>Unit Ref.</b>	<b>GLH</b>	<b>Credit Value</b>
<b>Mandatory Group</b>	TDA 3.1	Communication and professional relationships with children, young people and adults	3	F/601/3327	10	2
	TDA 3.2	Schools as organisations	3	A/601/3326	15	3
	CYP Core 3.1	Understand child and young person development	3	L/601/1693	30	4
	CYP Core 3.3	Understand how to safeguard the well-being of children and young people	3	Y/601/1695	25	3
	<b>Total credits required from Mandatory Group</b>					
<b>Total</b>	<b>Total (minimum) credits required for qualification</b>					<b>12</b>

## Level 3 Certificate in Supporting Teaching and Learning in Schools

This qualification will provide learners with a secure understanding of the knowledge and skills needed when working directly with children or young people in school environments.

The units cover child and young person development, safeguarding their welfare, the importance of equality, diversity, and inclusion, and supporting positive behaviour.

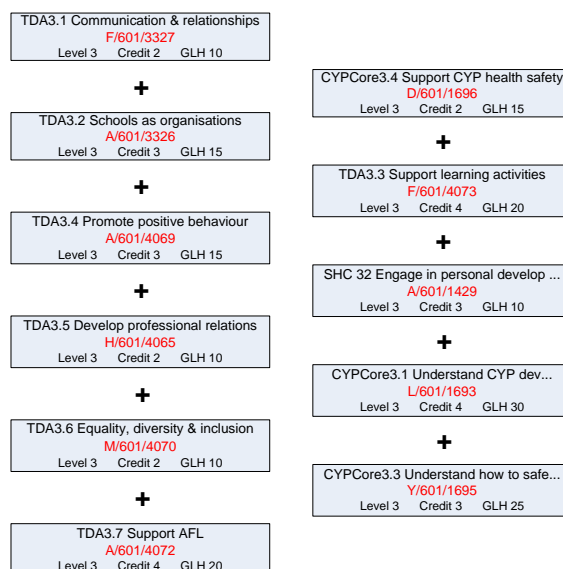
They also cover:

- communication and professional relationships with children, young people and adults
- schools as organisations including types of schools, policies and procedures and the wider environment in which they operate
- team working
- preparing for and supervising learning activities and supporting learners to complete work set by the teacher
- personal development and reflective practice.

It is suitable for teaching assistants, learning support assistants or those in similar roles at Level 3.

The Certificate shares its mandatory units with the Level 3 Diploma in Specialist Support for Teaching and Learning in Schools. This enables credits and learning to be transferred from this qualification to the Level 3 Diploma, providing a direct progression route.

### Mandatory Units



The learner must achieve all 11 mandatory units, totaling 32 credits.

Total Mandatory Units 11  
Total Credit 32  
Total GLH 180

<b>Qualification title</b>	<b>Level 3 Certificate in Supporting Teaching and Learning in Schools</b>
<b>Credit value</b>	32
<b>Credits to be achieved at the level of the qualification or above</b>	32
<b>Credits from mandatory units</b>	32
<b>Credits from optional units</b>	0
<b>Credits from other units</b>	0
<b>Credits from equivalent units</b>	No equivalent units
<b>Exemptions</b>	No exemptions
<b>Time limits on the process of credit accumulation or exemptions</b>	None



	Unit No.	Unit Title	Level	Unit Ref.	GLH	Credit Value
<b>Mandatory Group</b>	TDA 3.1	Communication and professional relationships with children, young people and adults	3	F/601/3327	10	2
	TDA 3.2	Schools as organisations	3	A/601/3326	15	3
	TDA 3.3	Support learning activities	3	F/601/4073	20	4
	TDA 3.4	Promote children and young people's positive behaviour	3	A/601/4069	15	3
	TDA 3.5	Develop professional relationships with children, young people and adults	3	H/601/4065	10	2
	TDA 3.6	Promote equality, diversity and inclusion in work with children and young people	3	M/601/4070	10	2
	TDA 3.7	Support assessment for learning	3	A/601/4072	20	4
	SHC 32	Engage in personal development in health, social care or children's and young people's settings	3	A/601/1429	10	3
	CYP Core 3.4	Support children and young people's health and safety	3	D/601/1696	15	2
	CYP Core 3.1	Understand child and young person development	3	L/601/1693	30	4
	CYP Core 3.3	Understand how to safeguard the well-being of children and young people	3	Y/601/1695	25	3
<b>Total credits required from Mandatory Group</b>						<b>32</b>
<b>Total</b>	<b>Total (minimum) credits required for qualification</b>					<b>32</b>

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

This qualification will provide learners with a secure understanding of the knowledge and skills needed when working directly with children or young people in school environments.

The units cover child and young person development, safeguarding their welfare, the importance of equality, diversity, and inclusion, and supporting positive behaviour.

They also cover:

- communication and professional relationships with children, young people and adults
- schools as organisations including types of schools, policies and procedures and the wider environment in which they operate
- planning, delivering, and reviewing assessment strategies to promote and support learning alongside the teacher
- personal development and reflective practice

plus a wide range of specialist optional units.

It is suitable for teaching assistants, learning support assistants, cover supervisors, parent support advisors or those in similar roles at Level 3 in the school environment.

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

Mandatory Units	Optional Units		
TDA3.1 Communication & prof relati F/601/3327 Level 3 Credit 2 GLH 10	TDA3.10 Plan and deliver activities D/601/7711 Level 3 Credit 4 GLH 21	HSC2015 Personal care needs F/601/8060 Level 2 Credit 2 GLH 16	TDA3.29 Supervise CYP journeys H/601/8360 Level 3 Credit 3 GLH 15
TDA3.2 Schools as organisations A/601/3326 Level 3 Credit 3 GLH 15	TDA3.11 Support literacy dev M/601/7714 Level 3 Credit 3 GLH 18	TDA3.24 CYP during transitions D/601/8325 Level 3 Credit 4 GLH 18	LLUK/PSA Work in partnership with... R/601/8368 Level 3 Credit 6 GLH 31
TDA3.3 Supporting learn activities F/601/4073 Level 3 Credit 4 GLH 20	TDA3.12 Support numeracy dev ... A/601/7716 Level 3 Credit 3 GLH 18	CYPOP10 Dev interview skills L/601/1337 Level 3 Credit 3 GLH 21	TDA3.30 Work with other practiti... R/601/8368 Level 3 Credit 3 GLH 15
TDA3.4 Promote CYP positive beh... A/601/4069 Level 3 Credit 3 GLH 15	TDA3.13 Support teaching & learn... J/601/7718 Level 3 Credit 3 GLH 12	CYPOP44 Facilitate learn & dev T/601/1381 Level 3 Credit 4 GLH 30	D5 Plan, allocate & monitor work Y/600/9669 Level 3 Credit 5 GLH 25
TDA3.5 Dev professional relations H/601/4065 Level 3 Credit 2 GLH 10	TDA3.14 Support 14-19 curriculum F/601/7720 Level 3 Credit 3 GLH 15	CYPOP43 Improve attendance M/601/1377 Level 3 Credit 5 GLH 40	B6 Provide leadership T/600/9601 Level 4 Credit 5 GLH 30
TDA3.6 Promote equality, diversity M/601/4070 Level 3 Credit 2 GLH 10	EYMP5 Support children's speech T/600/9789 Level 3 Credit 4 GLH 30	SCMP2 Promote wellbeing F/600/9780 Level 3 Credit 4 GLH 30	B5 Set objectives & provide for team M/600/9600 Level 3 Credit 5 GLH 35
TDA3.7 Support AFL A/601/4072 Level 3 Credit 4 GLH 20	TDA3.15 Literacy & numeracy L/601/7722 Level 3 Credit 3 GLH 16	CYPOP9 Provide info & advice A/601/1334 Level 3 Credit 3 GLH 22	D7 Support L&D within own area M/600/9676 Level 4 Credit 5 GLH 25
SHC 32 Engage in personal dev... A/601/1429 Level 3 Credit 3 GLH 10	TDA3.16 Gifted and talented learn... R/601/7723 Level 3 Credit 4 GLH 21	LDSSMP1 CYP education potential D/600/9785 Level 3 Credit 4 GLH 30	TW3 Team working A/501/5163 Level 3 Credit 3 GLH 30
CYPCore3.4 Support CYP health... D/601/1696 Level 3 Credit 2 GLH 15	TDA3.17 Support bilingual learners Y/601/7724 Level 3 Credit 4 GLH 23	TDA3.22 Comm/interaction needs K/601/8134 Level 3 Credit 4 GLH 21	YP010-03 Support YP sex health F/502/5242 Level 3 Credit 2 GLH 10
CYPCore3.1 Understand CYP dev L/601/1693 Level 3 Credit 4 GLH 30	TDA3.18 Provide bilingual support D/601/7725 Level 3 Credit 6 GLH 32	TDA3.23 Sensory/Physical needs M/601/8135 Level 3 Credit 4 GLH 21	CYPOP8 Support YP taking action. M/601/1329 Level 3 Credit 3 GLH 25
CYPCore3.3 Safeguard wellbeing ... Y/601/1695 Level 3 Credit 3 GLH 25	TDA3.19 Support disabled CYP H/601/7726 Level 3 Credit 4 GLH 24	TDA3.25 Lead extra curricular act... A/601/8333 Level 3 Credit 3 GLH 16	YP007-03 Support YP excluded R/502/5231 Level 3 Credit 2 GLH 10
	TDA3.20 Support CYP with behav... Y/601/7707 Level 3 Credit 4 GLH 25	TDA3.26 Maintain learner records Y/601/8338 Level 3 Credit 3 GLH 12	LDSSMP2 CYP positive changes M/600/9788 Level 3 Credit 4 GLH 27
	TDA2.20 Assist admin of medication A/601/9420 Level 2 Credit 4 GLH 25	TDA3.27 Curriculum resources D/601/8342 Level 3 Credit 3 GLH 14	TDA 3.8 Supervise whole class ... T/601/4071 Level 3 Credit 3 GLH 15
	TDA3.9 Invigilate tests & exams Y/601/7416 Level 3 Credit 3 GLH 19	TDA3.28 Organise Travel for CYP H/601/8357 Level 3 Credit 2 GLH 12	

**Total Qual Credit=44.**  
Credits to be achieved at level of qual or above=40.  
Credits from Mandatory units=32.  
Credits from optional units=12.  
Total GLH 232-286

**Required combinations:**  
If 3.18, must take 3.17;  
If 3.20, must take 3.19;  
If 3.21, must take 3.19;  
If 3.22, must take 3.19;  
If 3.23, must take 3.19;  
If HSC2015, must take 3.19.

**Barred combinations:**  
If B6, must not take B5.

**Exemptions:**  
Exempted QCF Unit 3.9, exemption is A/104/0197 "Invigilate tests and examinations".

Total Mandatory Units=11  
Total Credit=32  
Total GLH=180

Total Option Units=42  
Total Credit Required=12  
Total GLH Required=52  
Required Units=24

<b>Qualification title</b>	<b>Level 3 Diploma in specialist support for teaching and learning in schools</b>
<b>Credit value</b>	44
<b>Credits to be achieved at the level of the qualification or above</b>	40
<b>Credits from mandatory units</b>	32
<b>Credits from optional units</b>	12

<b>Required combinations from optional groups</b>		<b>Unit Title</b>	<b>Unit Reference</b>		<b>Equivalent Unit</b>	<b>Unit Reference</b>
	<b>Those taking</b>	TDA 3.18 Provide bilingual support for teaching and learning	D/601/7725	<b>must also take</b>	TDA 3.17 Support bilingual learners	Y/601/7724
	<b>Those taking</b>	TDA 3.20 Support children and young people with behaviour, emotional and social development needs	Y/601/7707	<b>must also take</b>	TDA 3.19 Support disabled children and young people and those with special educational needs	H/601/7726
	<b>Those taking</b>	TDA 3.21 Support learners with cognition and learning needs	M/601/8121	<b>must also take</b>	TDA 3.19 Support disabled children and young people and those with special educational needs	H/601/7726
	<b>Those taking</b>	TDA 3.22 Support learners with communication and interaction needs	K/601/8134	<b>must also take</b>	TDA 3.19 Support disabled children and young people and those with special educational needs	H/601/7726
	<b>Those taking</b>	TDA 3.23 Support learners with sensory and/or physical needs	M/601/8135	<b>must also take</b>	TDA 3.19 Support disabled children and young people and those with special educational needs	H/601/7726

	<b>Those taking</b>	HSC 2015 Support individuals to meet personal care needs	F/601/8060	<b>must also take</b>	TDA 3.19 Support disabled children and young people and those with special educational needs	H/601/7726
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<b>Barred combinations from Option Group F</b>	<b>Unit Title</b>	<b>Unit Reference</b>		<b>Equivalent Unit</b>	<b>Unit Reference</b>
	B 6 Provide leadership and direction for own area of responsibility	T/600/9601	<b>may not be taken in combination with</b>	B 5 Set objectives and provide support for team members	M/600/9600
<b>Credits from other units</b>	0				
<b>Credits from equivalent units</b>	No equivalent units				
<b>Exemptions</b>	<b>Exempted Unit</b>	<b>Exempted Unit Reference</b>		<b>Exemption</b>	<b>Exemption Unit Reference</b>
	Invigilate tests and examinations	Y/601/7416		<u>Invigilate tests and examinations</u>	A/104/0197
<b>Time limits on the process of credit accumulation or exemptions</b>	None				

	Unit No.	Unit Title	Level	Unit Ref.	GLH	Credit Value
<b>Mandatory Group</b>	TDA 3.1	Communication and professional relationships with children, young people and adults	3	F/601/3327	10	2
	TDA 3.2	Schools as organisations	3	A/601/3326	15	3
	TDA 3.3	Support learning activities	3	F/601/4073	20	4
	TDA 3.4	Promote children and young people's positive behaviour	3	A/601/4069	15	3
	TDA 3.5	Develop professional relationships with children, young people and adults	3	H/601/4065	10	2
	TDA 3.6	Promote equality, diversity and inclusion in work with children and young people	3	M/601/4070	10	2
	TDA 3.7	Support assessment for learning	3	A/601/4072	20	4
	SHC 32	Engage in personal development in health, social care or children's and young people's settings	3	A/601/1429	10	3
	CYP Core 3.4	Support children and young people's health and safety	3	D/601/1696	15	2
	CYP Core 3.1	Understand child and young person development	3	L/601/1693	30	4
	CYP Core 3.3	Understand how to safeguard the well-being of children and young people	3	Y/601/1695	25	3
	<b>Total credits required from Mandatory Group</b>					

	Mandatory or optional	Unit No.	Unit Title	Level	Unit Ref.	GLH	Credit Value
<b>Option Group A</b>		<b>OA - Supporting learning</b>					
	Optional	TDA 3.8	Supervise whole class learning activities	3	T/601/4071	15	3
	Optional	TDA 3.10	Plan and deliver learning activities under the direction of a teacher	3	D/601/7711	21	4
	Optional	TDA 3.11	Support literacy development	3	M/601/7714	18	3
	Optional	TDA 3.12	Support numeracy development	3	A/601/7716	18	3
	Optional	TDA 3.13	Support teaching and learning in a curriculum area	3	J/601/7718	12	3
	Optional	TDA 3.14	Support delivery of the 14 – 19 curriculum	3	F/601/7720	15	3
	Optional	TDA 3.15	Provide literacy and numeracy support	3	L/601/7722	16	3
	Optional	TDA 3.16	Support gifted and talented learners	3	R/601/7723	21	4
	Optional	EYMP 5	Support children's speech, language and communication	3	T/600/9789	30	4

	Mandatory or optional	Unit No.	Unit Title	Level	Unit Ref.	GLH	Credit Value
<b>Option Group B</b>		<b>OB - English as an additional language</b>					
	Mandatory	TDA 3.17	Support bilingual learners	3	Y/601/7724	23	4
	Optional	TDA 3.18	Provide bilingual support for teaching and learning	3	D/601/7725	32	6

	Mandatory or optional	Unit No.	Unit Title	Level	Unit Ref.	GLH	Credit Value
<b>Option Group C</b>		<b>OC - Special educational needs</b>					
	Mandatory	TDA 3.19	Support disabled children and young people and those with special educational needs	3	H/601/7726	24	5
	Optional	TDA 3.20	Support children and young people with behaviour, emotional and social development needs	3	Y/601/7707	25	4
	Optional	TDA 3.21	Support learners with cognition and learning needs	3	M/601/8121	21	4
	Optional	TDA 3.22	Support learners with communication and interaction needs	3	K/601/8134	21	4
	Optional	TDA 3.23	Support learners with sensory and/or physical needs	3	M/601/8135	21	4
	Optional	HSC 2015	Support individuals to meet personal care needs	2	F/601/8060	16	2

	Mandatory or optional	Unit No.	Unit Title	Level	Unit Ref.	GLH	Credit Value
<b>Option Group D</b>	<b>OD - Providing pastoral support</b>						
	Optional	TDA 3.24	Support children and young people during transitions in their lives	3	D/601/8325	18	4
	Optional	CYPO P 10	Develop interviewing skills for work with children and young people	3	L/601/1337	21	3
	Optional	CYPO P 44	Facilitate the learning and development of children and young people through mentoring	3	T/601/1381	30	4
	Optional	CYPO P 43	Improving the attendance of children and young people in statutory education	3	M/601/1377	40	5
	Optional	SCMP 2	Promote the well-being and resilience of children and young people	3	F/600/9780	30	4
	Optional	CYPO P 9	Provide information and advice to children and young people	3	A/601/1334	22	3
	Optional	LDSS MP1	Support children and young people to achieve their education potential	3	D/600/9785	30	4
	Optional	LDSS MP2	Support children and young people to make positive changes in their lives	3	M/600/9788	27	4
	Optional	YP010 -03	Support young people in relation to sexual health and risk of pregnancy	3	F/502/5242	10	2
	Optional	CYPO P 8	Support young people to develop, implement and review a plan of action	3	M/601/1329	25	3
	Optional	YP007 -03	Support young people who are socially excluded or excluded from school	3	R/502/5231	10	2

	Mandatory or optional	Unit No.	Unit Title	Level	Unit Ref.	GLH	Credit Value
<b>Option Group E</b>	<b>OE - Supporting the wider work of the school</b>						
	Optional	TDA 2.20	Assist in the administration of medication	2	A/601/9420	25	4
	Optional	TDA 3.9	Invigilate tests and examinations	3	Y/601/7416	19	3
	Optional	TDA 3.25	Lead an extra-curricular activity	3	A/601/8333	16	3
	Optional	TDA 3.26	Maintain learner records	3	Y/601/8338	12	3
	Optional	TDA 3.27	Monitor and maintain curriculum resources	3	D/601/8342	14	3
	Optional	TDA 3.28	Organise travel for children and young people	3	H/601/8357	12	2
	Optional	TDA 3.29	Supervise children and young people on journeys, visits and activities outside of the setting	3	H/601/8360	15	3
	Optional	LLUK / PSA	Work in partnership with parents to engage them with their children's learning and development in schools	3	A/602/1846	31	6

	Mandatory or optional	Unit No.	Unit Title	Level	Unit Ref.	GLH	Credit Value
<b>Option Group F</b>	<b>OF - Working with colleagues</b>						
	Optional	TDA 3.30	Work with other practitioners to support children and young people	3	R/601/8368	15	3
	Optional	D5	Plan, allocate and monitor work of a team	3	Y/600/9669	25	5
	Optional	B6	Provide leadership and direction for own area of responsibility	4	T/600/9601	30	5
	Optional	B5	Set objectives and provide support for team members	3	M/600/9600	35	5
	Optional	D7	Support learning and development within own area of responsibility	4	M/600/9676	25	5
	Optional	TW3	Team working	3	A/501/5163	30	3

		<b>Total (minimum) credits required from Optional Units</b>	<b>12</b>
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<b>Total</b>		<b>Total (minimum) credits required for qualification</b>	<b>44</b>
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## Total Qualification Time/Guided Learning: Definitions

**Total Qualification Time** (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for **Guided Learning**
- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, but not under the immediate supervision of a tutor or assessor.



### **GLH**

- Guided Learning and TQT apply to the qualification as a whole.
- We use **GLH** to refer to the estimated guided learning hours at unit level.

## Unit achievement log

### Mandatory units

The following units must be completed for achievement of the qualification:

Unit Ref.	Unit No.	Unit Title	Unit Type	L3 Award Supporting Teaching & Learning in Schools (STLS)	L3 Cert Supporting Teaching & Learning in Schools (STLS)	L3 Dip Specialist Support for Teaching and Learning in Schools (SSTLS)	Level	Credit	GLH	Page	Notes
 F/601/3327	TDA 3.1	Communication and professional relationships with children, young people and adults	Knowledge	✓	✓	✓	3	2	10	45	
 A/601/3326	TDA 3.2	Schools as organisations	Knowledge	✓	✓	✓	3	3	15	49	
F/601/4073	TDA 3.3	Support learning activities	Skills		✓	✓	3	4	20	55	
A/601/4069	TDA 3.4	Promote children and young people's positive behaviour	Knowledge / Skills		✓	✓	3	3	15	63	
H/601/4065	TDA 3.5	Develop professional relationships with children, young people and adults	Skills		✓	✓	3	2	10	71	

Unit Ref.	Unit No.	Unit Title	Unit Type	L3 Award Supporting Teaching & Learning in Schools (STLS)	L3 Cert Supporting Teaching & Learning in Schools (STLS)	L3 Dip Specialist Support for Teaching and Learning in Schools (SSTLS)	Level	Credit	GLH	Page	Notes
M/601/4070	TDA 3.6	Promote equality, diversity and inclusion in work with children and young people	Knowledge / Skills		✓	✓	3	2	10	77	
A/601/4072	TDA 3.7	Support assessment for learning	Knowledge / Skills		✓	✓	3	4	20	83	
L/601/1693	CYP Core 3.1	Understand child and young person development	Knowledge	✓	✓	✓	3	4	30	89	
Y/601/1695	CYP Core 3.3	Understand how to safeguard the well-being of children and young people	Knowledge	✓	✓	✓	3	3	25	97	
D/601/1696	CYP Core 3.4	Support children and young people's health and safety	Knowledge / Skills		✓	✓	3	2	15	107	
A/601/1429	SHC 32	Engage in personal development in health, social care or children's and young people's settings	Knowledge / Skills		✓	✓	3	3	10	113	



### Optional units

For full details on Optional Units, please refer to the separate Optional Units document on our secure website.

Unit Ref.	Unit No.	Unit Title	Unit Type	L3 Award Supporting Teaching & Learning in Schools (STLS)	L3 Cert Supporting Teaching & Learning in Schools (STLS)	L3 Dip Specialist Support for Teaching and Learning in Schools (SSTLS)	Level	Credit	GLH	Notes
T/601/4071	TDA 3.8	Supervise whole class learning activities	Skills			✓	3	3	15	
Y/601/7416	TDA 3.9	Invigilate tests and examinations	Knowledge / Skills			✓	3	3	19	
D/601/7711	TDA 3.10	Plan and deliver learning activities under the direction of a teacher	Skills			✓	3	4	21	
M/601/7714	TDA 3.11	Support literacy development	Knowledge / Skills			✓	3	3	18	
A/601/7716	TDA 3.12	Support numeracy development	Knowledge / Skills			✓	3	3	18	
J/601/7718	TDA 3.13	Support teaching and learning in a curriculum area	Skills			✓	3	3	12	

Unit Ref.	Unit No.	Unit Title	Unit Type	L3 Award Supporting Teaching & Learning in Schools (STLS)	L3 Cert Supporting Teaching & Learning in Schools (STLS)	L3 Dip Specialist Support for Teaching and Learning in Schools (SSTLS)	Level	Credit	GLH	Notes
F/601/7720	TDA 3.14	Support delivery of the 14 – 19 curriculum	Knowledge / Skills			✓	3	3	15	
T/600/9789	EYMP 5	Support children's speech, language and communication	Knowledge / Skills			✓	3	4	30	
L/601//7722	TDA 3.15	Provide literacy and numeracy support	Skills			✓	3	3	16	
R/601/7723	TDA 3.16	Support gifted and talented learners	Knowledge / Skills			✓	3	4	21	
Y/601/7724	TDA 3.17	Support bilingual learners	Skills			✓	3	4	23	
D/601/7725	TDA 3.18	Provide bilingual support for teaching and learning	Skills			✓	3	6	32	
H/601/7726	TDA 3.19	Support disabled children and young people and those with special educational needs	Knowledge / Skills			✓	3	5	24	
Y/601/7707	TDA 3.20	Support children and young people with behaviour, emotional and social development needs	Knowledge / Skills			✓	3	4	25	

Section 2: About these qualifications

Unit Ref.	Unit No.	Unit Title	Unit Type	L3 Award Supporting Teaching & Learning in Schools (STLS)	L3 Cert Supporting Teaching & Learning in Schools (STLS)	L3 Dip Specialist Support for Teaching and Learning in Schools (SSTLS)	Level	Credit	GLH	Notes
M/601/8121	TDA 3.21	Support learners with cognition and learning needs	Knowledge / Skills			✓	3	4	21	
K/601/8134	TDA 3.22	Support learners with communication and interaction needs	Knowledge / Skills			✓	3	4	21	
M/601/8135	TDA 3.23	Support learners with sensory and/or physical needs	Knowledge / Skills			✓	3	4	21	
A/601/9420	TDA 2.20	Assist in the administration of medication	Knowledge / Skills			✓	2	4	25	
F/601/8060	HSC 2015	Support individuals to meet personal care needs	Skills			✓	2	2	16	
D/601/8325	TDA 3.24	Support children and young people during transitions in their lives	Knowledge / Skills			✓	3	4	18	
L/601/1337	CYPOP 10	Develop interviewing skills for work with children and young people	Knowledge / Skills			✓	3	3	21	
T/601/1381	CYPOP 44	Facilitate the learning and development of children and young people through mentoring	Knowledge / Skills			✓	3	4	30	

Unit Ref.	Unit No.	Unit Title	Unit Type	L3 Award Supporting Teaching & Learning in Schools (STLS)	L3 Cert Supporting Teaching & Learning in Schools (STLS)	L3 Dip Specialist Support for Teaching and Learning in Schools (SSTLS)	Level	Credit	GLH	Notes
M/601/1377	CYPOP 43	Improving the attendance of children and young people in statutory education	Knowledge / Skills			✓	3	5	40	
F/600/9780	SCMP 2	Promote the well-being and resilience of children and young people	Knowledge / Skills			✓	3	4	30	
A/601/1334	CYPOP 9	Provide information and advice to children and young people	Knowledge / Skills			✓	3	3	22	
M/601/1329	CYPOP 8	Support young people to develop, implement and review a plan of action	Knowledge / Skills			✓	3	3	25	
D/600/9785	LDSSMP 1	Support children and young people to achieve their education potential	Knowledge / Skills			✓	3	4	30	
M/600/9788	LDSSMP 2	Support children and young people to make positive changes in their lives	Knowledge / Skills			✓	3	4	27	
F/502/5242	YP010-03	Support young people in relation to sexual health and risk of pregnancy	Knowledge			✓	3	2	10	
R/502/5231	YP007-03	Support young people who are socially excluded or excluded from school	Knowledge			✓	3	2	10	



Section 2: About these qualifications

Unit Ref.	Unit No.	Unit Title	Unit Type	L3 Award Supporting Teaching & Learning in Schools (STLS)	L3 Cert Supporting Teaching & Learning in Schools (STLS)	L3 Dip Specialist Support for Teaching and Learning in Schools (SSTLS)	Level	Credit	GLH	Notes
A/601/8333	TDA 3.25	Lead an extra-curricular activity	Knowledge / Skills			✓	3	3	16	
Y/601/8338	TDA 3.26	Maintain learner records	Knowledge / Skills			✓	3	3	12	
D/601/8342	TDA 3.27	Monitor and maintain curriculum resources	Knowledge / Skills			✓	3	3	14	
H/601/8357	TDA 3.28	Organise travel for children and young people	Knowledge / Skills			✓	3	2	12	
H/601/8360	TDA 3.29	Supervise children and young people on journeys, visits and activities outside of the setting	Knowledge / Skills			✓	3	3	15	
A/602/1846	LLUK/PSA	Work in partnership with parents to engage them with their children's learning and development in schools	Knowledge / Skills			✓	3	6	31	
R/601/8368	TDA 3.30	Work with other practitioners to support children and young people	Knowledge / Skills			✓	3	3	15	
Y/600/9669	D5	Plan, allocate and monitor work of a team	Skills			✓	3	5	25	



Unit Ref.	Unit No.	Unit Title	Unit Type	L3 Award Supporting Teaching & Learning in Schools (STLS)	L3 Cert Supporting Teaching & Learning in Schools (STLS)	L3 Dip Specialist Support for Teaching and Learning in Schools (SSTLS)	Level	Credit	GLH	Notes
T/600/9601	B6	Provide leadership and direction for own area of responsibility	Skills			✓	4	5	30	
M/600/9600	B5	Set objectives and provide support for team members	Skills			✓	3	5	35	
M/600/9676	D7	Support learning and development within own area of responsibility	Knowledge / Skills			✓	4	5	25	
A/501/5163	TW3	Team working	Skills			✓	3	3	30	



## **Section 3: Units**

This section includes assessment tasks for tutors' convenience.  
They are not mandatory.

## Unit layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. NCFE, Pearson).
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.  1 credit = 10 learning hours.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Assessment task*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

\* *Additional information, Unit assessment guidance and Assessment tasks* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.

## TDA 3.1: Communication and professional relationships with children, young people and adults



**Unit reference** F/601/3327

**Level** 3

**Credit value** 2

**GLH** 10

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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: <ul style="list-style-type: none"> <li>• the age of the child or young person</li> <li>• the context of the communication</li> <li>• communication differences.</li> </ul>		
	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.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: TDA 3.1**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	<p>STL20 Develop and promote positive relationships (CCLD 301)</p> <p>Introductory training materials:</p> <ul style="list-style-type: none"> <li>• Promoting positive behaviour.</li> </ul>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	<p>Unit needs to be assessed in line with the Teaching Agency (formerly Training and Development Agency for Schools (TDA) Assessment Principles.</p> <p><b>Communication differences</b> between individuals which may create barriers to effective communication between them e.g.:</p> <ul style="list-style-type: none"> <li>• language</li> <li>• sensory impairment</li> <li>• speech, language or communication impairment</li> <li>• cognitive abilities</li> <li>• emotional state</li> <li>• cultural differences.</li> </ul>

## **Assessment task – TDA 3.1 Communication and professional relationships with children, young people and adults**

**Task** links to learning outcomes 1, 2 and 3, assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2 and 3.3.

You are working in a support role in an educational environment and need to raise your awareness of effective communication and professional relationships with children, young people and adults. You have been asked to produce a study pack for three areas; principles, skills, and regulations, which demonstrates that you can:

### **Area 1 Principles**

- explain why effective communication is important in developing positive relationships with children, young people and adults
- explain the principles of relationship building with children, young people and adults
- explain how different social, professional and cultural contexts may affect relationships and the way people communicate

### **Area 2 Skills**

- explain the skills needed to communicate with children and young people
- 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**
- explain the main differences between communicating with adults and communicating with children and young people
- explain how to adapt communication to meet different communication needs of adults
- explain how to manage disagreements with children, young people and adults

### **Area 3 Regulations**

- summarise the main points of legislation and procedures covering confidentiality, data protection and the disclosure of information
- explain the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this
- justify the kinds of situation when confidentiality protocols must be breached.



## TDA 3.2: Schools as organisations



**Unit reference** A/601/3326                      **Level** 3  
**Credit value** 3                                      **GLH** 15

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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: <ul style="list-style-type: none"> <li>• school governors</li> <li>• senior management team</li> <li>• other statutory roles e.g. SENCO</li> <li>• teachers</li> <li>• support staff roles.</li> </ul>		
	2.2. Explain the roles of external professionals who may work with a school e.g. educational psychologist.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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: <ul style="list-style-type: none"> <li>• general bodies such as the Health and Safety Executive</li> <li>• school specific regulatory bodies.</li> </ul>		
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: <ul style="list-style-type: none"> <li>• staff</li> <li>• pupil welfare</li> <li>• teaching and learning</li> <li>• equality, diversity and inclusion</li> <li>• parental engagement.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: TDA 3.2**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	SWiS 3.2 Support the ethos, policies and working practices of the school  Introductory training materials: <ul style="list-style-type: none"><li>• Role and context.</li></ul>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	Unit needs to be assessed in line with the Teaching Agency (formerly Training and Development Agency for Schools (TDA) Assessment Principles.

## Assessment task – TDA 3.2 Schools as organisations

Knowing how schools work as organisations would support your work in education. Develop a reference folder that will include information that shows you can:

**Task 1** links to learning outcomes 1, assessment criteria 1.1, 1.2 and 1.3.

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

**Task 2** links to learning outcomes 2, 3, 4, 5 and 6, assessment criteria 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2 and 6.3.

- explain the strategic purpose of:
  - school governors
  - senior management team
  - other statutory roles eg. SENCO
  - teachers
  - support staff roles
- explain the roles of external professionals who may work with a school e.g. educational psychologist
- explain how the ethos, mission, aims and values of a school may be reflected in working practices
- evaluate methods of communicating a school's ethos, mission, aims and values
- summarise the laws and codes of practice affecting work in schools
- explain how legislation affects how schools work
- 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
- explain why schools have policies and procedures
- summarise the policies and procedures schools may have relating to:
  - staff
  - pupil welfare
  - teaching and learning
  - equality, diversity and inclusion
  - parental engagement
- evaluate how school policies and procedures may be developed and communicated

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

## TDA 3.3: Support learning activities

**Unit reference** F/601/4073                      **Level** 3  
**Credit value** 4                                      **GLH** 20

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 1, 2, 3, 4, 5 and 6 must be assessed in real work environments by a vocationally competent assessor.</b>			
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 <b>information required</b> to support learning activities.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to prepare for learning activities.	2.1. Select and prepare the <b>resources</b> 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 <b>learning support strategies</b> to meet the needs of learners.		
	3.2. Explain how <b>social organisation and relationships</b> 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: <ul style="list-style-type: none"> <li>• literacy skills</li> <li>• numeracy skills</li> <li>• ICT skills</li> <li>• problem solving skills.</li> </ul>		
	3.6. Explain the sorts of <b>problems</b> that might occur when supporting learning activities and how to deal with these.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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: <ul style="list-style-type: none"> <li>• provide feedback to learners on progress made</li> <li>• provide the teacher with constructive feedback on the learning activities</li> <li>• provide the teacher with feedback on learners' participation and progress</li> <li>• reflect on and improve own practice in supporting learning activities.</li> </ul>		
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.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: TDA 3.3**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	<p>STL18 Support pupils' learning activities            STL8 Use information and communication technology to support pupils' learning            STL29 Observe and promote pupil performance and development</p> <p>Introductory materials for teaching assistants:</p> <ul style="list-style-type: none"> <li>• role and context</li> <li>• literacy</li> <li>• mathematics</li> <li>• information and communication technology.</li> </ul>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	<p>Unit needs to be assessed in line with the Teaching Agency (formerly Training and Development Agency for Schools (TDA) Assessment Principles.</p> <p>Learning outcomes 1, 2, 3, 4, 5 and 6 must be assessed in real work environments by a vocationally competent assessor.</p> <p><b>Information required</b> to support learning activities includes:</p> <ul style="list-style-type: none"> <li>• relevant school curriculum and age-related expectations of learners</li> <li>• the teaching and learning objectives</li> <li>• the learning resources required</li> <li>• own role in supporting the learning activities</li> <li>• any additional needs of the children or young people involved.</li> </ul> <p><b>Resources</b> to support learning activities includes:</p> <ul style="list-style-type: none"> <li>• materials</li> <li>• equipment (including ICT)</li> <li>• software</li> <li>• books and other written materials.</li> </ul>

	<p><b>Learning support strategies</b> to support the needs of learners, e.g.:</p> <ul style="list-style-type: none"><li>• creating a positive learning environment</li><li>• managing behaviour</li><li>• encouraging group cohesion and collaborative learning</li><li>• prompting shy or reticent learners to ask questions and check understanding</li><li>• translating or explaining words and phrases</li><li>• reminding learners of teaching points made by the teacher</li><li>• modelling correct use of language and vocabulary</li><li>• ensuring learners understand the learning tasks</li><li>• helping learners to use resources relevant to the learning activity</li><li>• providing individual attention, reassurance and help with learning tasks as appropriate to learners' needs</li><li>• modifying or adapting activities.</li></ul> <p><b>Social organisation and relationships</b>, e.g.:</p> <ul style="list-style-type: none"><li>• learner grouping</li><li>• group development</li><li>• group dynamics</li><li>• the way adults interact and respond to learners.</li></ul> <p><b>Problems</b> relating to:</p> <ul style="list-style-type: none"><li>• the learning activities</li><li>• the learning resources</li><li>• the learning environment</li><li>• the learners assessment.</li></ul>
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## **Assessment task – TDA 3.3 Support learning activities**

This is a skills/competency unit only; therefore, assessment by a task is not applicable.



## TDA 3.4: Promote children and young people's positive behaviour

**Unit reference** A/601/4069

**Level** 3

**Credit value** 3

**GLH** 15

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3, 4 and 5 must be assessed in real work environments by a vocationally competent assessor.</b>			
1. Understand policies and procedures for promoting children and young people's positive behaviour.	1.1. Summarise the <b>policies and procedures</b> 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: <ul style="list-style-type: none"> <li>• feel safe</li> <li>• make a positive contribution</li> <li>• develop social and emotional skills</li> <li>• understand expectations and limits.</li> </ul>		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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 <b>inappropriate behaviour</b> of children and young people.		
	3.2. Demonstrate strategies for managing inappropriate behaviour according to the policies and procedures of the setting.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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 <b>challenging behaviour</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: TDA 3.4**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	<p>STL19 Promote positive behaviour STL37 Contribute to the prevention and management of challenging behaviour in children and young people (HSC326)</p> <p>Introductory training materials:</p> <ul style="list-style-type: none"> <li>• Promoting positive behaviour.</li> </ul>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	<p>Unit needs to be assessed in line with the Teaching Agency (formerly Training and Development Agency for Schools (TDA) Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 5 must be assessed in relation to the real work environment.</p> <p><b>Policies and procedures</b> of the setting relevant to promoting positive behaviour e.g.:</p> <ul style="list-style-type: none"> <li>• behaviour policy</li> <li>• code of conduct</li> <li>• rewards and sanctions</li> <li>• dealing with conflict and inappropriate behaviour</li> <li>• anti-bullying</li> <li>• attendance.</li> </ul> <p><b>Inappropriate behaviour</b> 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.</p> <p><b>Challenging behaviour</b> may involve:</p> <ul style="list-style-type: none"> <li>• verbal abuse (e.g. racist comments, threats, bullying others)</li> <li>• physical abuse (such as assault of others, damaging property)</li> <li>• behaviour which is destructive to the child/young person</li> <li>• behaviour which is illegal.</li> </ul>

## Assessment task – TDA 3.4 Promote children and young people's positive behaviour

**Task** links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

Produce information about promoting positive behaviour for parents, children and young people within the school setting. This could take the form of a document for the school welcome pack or presented as part of a display within the environment. The information must show that you can:

- summarise the **policies and procedures** of the setting relevant to promoting children and young people's positive behaviour
- 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
- 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.



## TDA 3.5: Develop professional relationships with children, young people and adults

**Unit reference** H/601/4065

**Level** 3

**Credit value** 2

**GLH** 10

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 1, 2, 3, 4 and 5 must be assessed in real work environments by a vocationally competent assessor.</b>			
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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
2. Be able to communicate with children and young people.	2.1. Use different <b>forms of communication</b> to meet the needs of children and young people.		
	2.2. Demonstrate how to adapt communication with children and young people for: <ul style="list-style-type: none"> <li>• the age and stage of development of the child or young person</li> <li>• the context of the communication</li> <li>• <b>communication differences.</b></li> </ul>		
	2.3. Demonstrate <b>strategies and techniques to promote understanding and trust in communication</b> 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: <ul style="list-style-type: none"> <li>• cultural and social differences</li> <li>• the context of the communication</li> <li>• <b>communication differences.</b></li> </ul>		
	3.3. Demonstrate strategies and techniques to promote understanding and trust in communication with adults.		



<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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: <ul style="list-style-type: none"> <li>• individuality, diversity and differences</li> <li>• feelings and points of view.</li> </ul>		
	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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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: <ul style="list-style-type: none"> <li>• sharing information</li> <li>• confidentiality</li> <li>• data protection.</li> </ul>		
	5.2. Demonstrate how to report and record information formally and informally in the appropriate way for the audience concerned.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: TDA 3.5**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	<p>STL20 Develop and promote positive relationships (CCLD 301)</p> <p>Introductory training materials:</p> <ul style="list-style-type: none"> <li>• Promoting positive behaviour.</li> </ul>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	<p>Unit needs to be assessed in line with the Teaching Agency (formerly Training and Development Agency for Schools (TDA) Assessment Principles.</p> <p>Learning outcomes 1, 2, 3, 4, and 5 must be assessed in relation to the real work environment.</p> <p><b>Forms of communication e.g.:</b></p> <ul style="list-style-type: none"> <li>• spoken language</li> <li>• play</li> <li>• body language</li> <li>• sign language.</li> </ul> <p><b>Communication differences</b> between individuals which may create barriers to effective communication between them e.g.:</p> <ul style="list-style-type: none"> <li>• language</li> <li>• sensory impairment</li> <li>• speech, language or communication impairment</li> <li>• cognitive abilities</li> <li>• emotional state</li> <li>• cultural differences.</li> </ul> <p><b>Strategies and techniques to promote understanding and trust in communication e.g.:</b></p> <ul style="list-style-type: none"> <li>• active listening</li> <li>• avoiding assumptions</li> <li>• using questions to clarify and check understanding</li> <li>• summarising and confirming key points.</li> </ul>

## **Assessment task – TDA 3.5 Develop professional relationships with children, young people and adults**

This is a skills/competency unit only; therefore, assessment by a task is not applicable.

## TDA 3.6: Promote equality, diversity and inclusion in work with children and young people

**Unit reference** M/601/4070

**Level** 3

**Credit value** 2

**GLH** 10

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 1 and 3 must be assessed in real work environments by a vocationally competent assessor.</b>			
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 <b>participation and equality of access</b> .		
	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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.5. Demonstrate ways of applying the principles of equality, diversity and <b>anti-discriminatory practice</b> 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 <b>inclusion</b> 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.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: TDA 3.6**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	<p>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</p> <p>Introductory training materials:</p> <ul style="list-style-type: none"> <li>• Inclusion modules.</li> </ul>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	<p>Unit needs to be assessed in line with the Teaching Agency Training and Development Agency for Schools (TDA) Assessment Principles.</p> <p>Learning outcomes 1 and 3 must be assessed in relation to the real work environment.</p> <p><b>Participation:</b> 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 on-going basis.</p> <p><b>Equality of access:</b> ensuring that discriminatory barriers to access are removed and allowing for children and young peoples' individual needs.</p> <p><b>Anti-discriminatory practice:</b> 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.</p> <p><b>Inclusion:</b> a process of identifying, understanding and breaking down barriers to participation and belonging.</p>



## **Assessment task – TDA 3.6 Promote equality, diversity and inclusion in work with children and young people**

**Task** links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5.

Equality, diversity and inclusion are integral to all work that is undertaken in the educational environment. You have a meeting scheduled with your mentor to enhance your understanding of this important area. Prior to this meeting you need to prepare the following:

- an explanation of ways in which children and young people can experience prejudice and discrimination
- an analysis of the impact of prejudice and discrimination on children and young people
- an evaluation of how your own attitudes, values and behaviour could impact on work with children and young people
- an explanation how to promote anti-discriminatory practice in work with children and young people
- an explanation of how to challenge discrimination.



## TDA 3.7: Support assessment for learning

**Unit reference** A/601/4072                      **Level** 3

**Credit value** 4                                      **GLH** 20

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

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3 and 4 must be assessed in real work environments by a vocationally competent assessor.</b>			
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 <b>assessment for learning</b> .		
	1.4. Explain the importance and benefits of assessment for learning.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	1.5. Explain how assessment for learning can contribute to planning for future learning carried out by: <ul style="list-style-type: none"> <li>• the teacher</li> <li>• the learners</li> <li>• the learning support practitioner.</li> </ul>		
2. Be able to use assessment strategies to promote learning.	2.1. Obtain the <b>information required</b> to support assessment for learning.		
	2.2. Use clear language and examples to discuss and clarify <b>personalised learning goals</b> and criteria for assessing progress with learners.		
	2.3. Use <b>assessment opportunities and strategies</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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: <ul style="list-style-type: none"> <li>• reflect on their learning</li> <li>• identify the progress they have made</li> <li>• identify their emerging learning needs</li> <li>• identify the strengths and weaknesses of their learning strategies and plan how to improve them.</li> </ul>		
4. Be able to contribute to reviewing assessment for learning.	4.1. Provide feedback to the teacher on: <ul style="list-style-type: none"> <li>• learner participation and progress in the learning activities</li> <li>• learners' engagement in and response to assessment for learning</li> <li>• learners' progress in taking responsibility for their own learning.</li> </ul>		
	4.2. Use the outcomes of assessment for learning to reflect on and improve own contribution to supporting learning.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: TDA 3.7**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	STL30 Contribute to assessment for learning
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	<p>Unit needs to be assessed in line with the Teaching Agency (formerly Training and Development Agency for Schools (TDA) Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in relation to the real work environment.</p> <p><b>Assessment for learning</b> involves using assessment, as part of teaching and learning, in ways that will raise learners' achievement.</p> <p><b>Information required</b> to support assessment for learning:</p> <ul style="list-style-type: none"> <li>• the learning objectives for the activities</li> <li>• the personalised learning goals for individual learners</li> <li>• the success criteria for the learning activities</li> <li>• the assessment opportunities and strategies relevant to own role in the learning activities.</li> </ul> <p><b>Personalised learning goals</b> will reflect the learning objectives of activities and take account of the past achievements and current learning needs of individual learners.</p> <p><b>Assessment opportunities and strategies</b> are the</p>

	<p>occasions, approaches and techniques used for on-going assessment during learning activities, such as:</p> <ul style="list-style-type: none"><li>• using open-ended questions</li><li>• observing learners</li><li>• listening to how learners describe their work and their reasoning</li><li>• checking learners' understanding</li><li>• engaging learners in reviewing progress</li><li>• encouraging learners to keep in mind their learning goals and to assess their own progress to meeting these as they proceed</li><li>• encouraging learners to review and comment on their work before handing it in or discussing it with the teacher</li><li>• praising learners when they focus their comments on their personalised learning goals for the task.</li></ul>
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## Assessment task – TDA 3.7 Support assessment for learning

**Task** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

Produce a briefing paper regarding assessment for learning for the next governing body meeting. The information must show that you can:

- compare and contrast the roles of the teacher and the learning support practitioner in assessment of learners' achievements
- summarise the difference between formative and summative assessment
- explain the characteristics of **assessment for learning**
- explain the importance and benefits of assessment for learning
- explain how assessment for learning can contribute to planning for future learning carried out by:
  - the teacher
  - the learners
  - the learning support practitioner.

NB: You may choose to present your information diagrammatically with written information or in a written form.



## CYP Core 3.1: Understand child and young person development



**Unit reference** L/601/1693

**Level** 3

**Credit value** 4

**GLH** 30

**Unit aim**

This unit provides knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. It also includes actions taken when differences in development are identified and the potential effects of transitions on children and young people's development.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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 <b>aspect of development</b> 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 <b>personal factors</b> .		
	2.2. Explain how children and young people's development is influenced by a range of <b>external factors</b> .		
	2.3. Explain how <b>theories of development and frameworks to support development</b> influence current practice.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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 <b>methods</b> .		
	3.2. Explain the <b>reasons</b> 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 <b>different types of interventions</b> 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 <b>different types of transitions</b> 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.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CYP Core 3.1**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	CCLD 303 Promote children’s development HSC36 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
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	<p>Unit needs to be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p><b>Aspects of development</b> including:</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• communication</li> <li>• intellectual/cognitive</li> <li>• social, emotional and behavioural</li> <li>• moral.</li> </ul> <p><b>Personal factors</b> including:</p> <ul style="list-style-type: none"> <li>• health status</li> <li>• disability</li> <li>• sensory impairment</li> <li>• learning difficulties.</li> </ul>

	<p><b>External factors</b> including:</p> <ul style="list-style-type: none"><li>• poverty and deprivation</li><li>• family environment and background</li><li>• personal choices</li><li>• looked after/care status</li><li>• education.</li></ul> <p><b>Theories of development</b> including:</p> <ul style="list-style-type: none"><li>• cognitive (e.g. Piaget)</li><li>• psychoanalytic (e.g. Freud)</li><li>• humanist (e.g. Maslow)</li><li>• social Learning (e.g. Bandura)</li><li>• operant conditioning (e.g. Skinner)</li><li>• behaviourist (e.g. Watson).</li></ul> <p><b>Frameworks to support development</b> including:</p> <ul style="list-style-type: none"><li>• social pedagogy.</li></ul> <p><b>Methods</b> of assessing development needs e.g.:</p> <ul style="list-style-type: none"><li>• assessment framework/s</li><li>• observation</li><li>• standard measurements</li><li>• information from carers and colleagues.</li></ul> <p><b>Reasons</b> why development is not following expected pattern e.g.:</p> <ul style="list-style-type: none"><li>• disability</li><li>• emotional</li><li>• physical</li><li>• environmental</li><li>• cultural</li><li>• social</li><li>• learning needs</li><li>• communication.</li></ul> <p><b>Different types of interventions</b> e.g.:</p> <ul style="list-style-type: none"><li>• social worker</li><li>• speech and language therapist</li><li>• psychologist</li><li>• psychiatrist</li><li>• youth justice</li><li>• physiotherapist</li></ul>
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	<ul style="list-style-type: none"><li>• nurse specialist</li><li>• additional learning support</li><li>• assistive technology</li><li>• health visitor.</li></ul> <p>Models of and attitudes to disability e.g.:</p> <ul style="list-style-type: none"><li>• social model</li><li>• medical model</li><li>• cultural differences</li><li>• stereotyping</li><li>• low expectations</li><li>• benefits of positive attitudes to disability.</li></ul> <p><b>Different types of transitions</b> including:</p> <ul style="list-style-type: none"><li>• emotional, affected by personal experience e.g. bereavement, entering/leaving care</li><li>• physical e.g. moving to a new educational establishment, a new home/locality, from one activity to another</li><li>• physiological e.g. puberty, long term medical conditions</li><li>• intellectual e.g. moving from pre-school to primary to post-primary.</li></ul>
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## Assessment task – CYP Core 3.1 Understand child and young person development

The opportunity for children and young people to develop in a loving caring environment is vital to their development. It is important that professional practitioners know the expected aspects and rate of development to ensure that individuals in their care are given the best opportunity to thrive. The following tasks will help you to understand the support that each child or young person may need.

Produce a development folder for reference for use in your setting by yourself and colleagues, which contains the following:

**Task 1** links to learning outcome 1, assessment criteria 1.1 and 1.2.

- an explanation of the sequence and rate of each **aspect of development** from birth to 19 years. You may find a timeline useful as part of your explanation
- an explanation of the difference between:
  - the sequence of and rate of development
  - and why this difference is important

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3.

- an explanation of how children and young people's development is influenced by:
  - a range of **external factors**
  - a range of **personal factors**
- an explanation of how current practice is influenced by:
  - **theories of development**
  - **frameworks to support development**

**Task 3** links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

- an explanation of how to monitor children and young people's development using different **methods**. You may find it helpful to use work products to illustrate your answer, e.g. child observations assessment frameworks
- an explanation of the **reasons** why children and young people's development may not follow the expected pattern. You may find it helpful to use work products to illustrate your answer
- an explanation of how disability may affect development
- an explanation of how **different types of interventions** can promote positive outcomes for children and young people where development is not following the expected pattern

**Task 4** links to learning outcome 4, assessment criteria 4.1, 4.2 and 4.3.

- an analysis that shows the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition
- an explanation of how multi-agency teams work together to support speech, language and communication
- an explanation of how play and activities are used to support the development of speech, language and communication

**Task 5** links to learning outcome 5, assessment criteria 5.1 and 5.2.

- an explanation of how **different types of transitions** can affect children and young people's development
- an evaluation of the effect on children and young people of having positive relationships during periods of transition. You may find it helpful to use work products to support your evidence.

NB: Please ensure that you refer to the unit additional guidance throughout the completion of these tasks.

### **Assessment of knowledge for unit 3.2 Promote child and young person development**

You may choose to add the knowledge requirements of unit 3.2 to your development folder. Your Assessor must record achievement of this assessment on the documentation for unit 3.2.





## CYP Core 3.3: Understand how to safeguard the well-being of children and young people



**Unit reference** Y/601/1695

**Level** 3

**Credit value** 3

**GLH** 25

**Unit aim** This unit provides the knowledge and understanding required to support the safeguarding of children and young people. The unit contains material on e-safety.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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 <b>day to day work</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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 <b>different organisations</b> 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 <b>policies and procedures</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	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 <b>bullying</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
	6.2. Analyse the importance of supporting resilience in children and young people.		
	6.3. Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety.		
	6.4. Explain ways of empowering children and young people to make positive and informed choices that support their well-being and safety.		
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: <ul style="list-style-type: none"> <li>• social networking</li> <li>• internet use</li> <li>• buying online</li> <li>• using a mobile phone.</li> </ul>		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CYP Core 3.3**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	<p>CCLD 305 Protect and promote children’s rights                      LDSS 1 Contribute to the protection of children and young people from abuse                      HSC34 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</p>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	<p>Units need to be assessed in line with the Skills for Care and Development Assessment Principles.</p> <p><b>Day to day work e.g.:</b></p> <ul style="list-style-type: none"> <li>• childcare practice</li> <li>• child protection</li> <li>• risk assessment</li> <li>• ensuring the voice of the child or young person is heard (e.g. providing advocacy services)</li> <li>• supporting children and young people and others who may be expressing concerns.</li> </ul> <p><b>Different organisations e.g.:</b></p> <ul style="list-style-type: none"> <li>• social services</li> <li>• NSPCC</li> <li>• health visiting</li> <li>• GP</li> <li>• probation</li> <li>• police</li> <li>• school</li> <li>• psychology service.</li> </ul> <p><b>Policies and procedures e.g.:</b></p> <ul style="list-style-type: none"> <li>• working in an open and transparent way</li> <li>• listening to children and young people</li> <li>• duty of care</li> <li>• whistleblowing</li> <li>• power and positions of trust</li> <li>• propriety and behaviour</li> <li>• physical contact</li> <li>• intimate personal care</li> </ul>

	<ul style="list-style-type: none"><li>• off site visits</li><li>• photography and video</li><li>• sharing concerns and recording/ reporting incidents.</li></ul> <p><b>Bullying e.g.:</b></p> <ul style="list-style-type: none"><li>• physical (pushing, kicking, hitting, pinching and other forms of violence or threats)</li><li>• verbal (name-calling, insults, sarcasm, spreading rumours, persistent teasing)</li><li>• emotional (excluding, tormenting, ridicule, humiliation)</li><li>• cyberbullying (the use of Information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else)</li><li>• specific types of bullying which can relate to all the above such as homophobic or gender based, racist, relating to special educational needs and disabilities.</li></ul>
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## Assessment task – CYP Core 3.3 Understand how to safeguard the wellbeing of children and young people

'Please keep me safe.' This simple but profoundly important hope is the very minimum upon which every child and young person should be able to depend.

*Protection of Children in England 'A progress report 12<sup>th</sup> March 2009'*

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

In order to support the above statement you need to compile a folder which includes:

- an outline of current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people
- an explanation of child protection within the wider concept of safeguarding children and young people
- an analysis of how national and local guidelines, policies and procedures for safeguarding affect **day to day work** with children and young people
- an explanation of when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice
- an explanation of how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing.

**Task 2** links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3 and 2.4.

An important part of safeguarding children and young people is working in partnership with other organisations to ensure a robust support system. Add to your folder the following:

- an explanation of the importance of safeguarding children and young people
- an explanation of the importance of a child or young person-centred approach
- an explanation of what is meant by partnership working in the context of safeguarding
- a description of the roles and responsibilities of the **different organisations** that may be involved when a child or young person has been abused or harmed.

**Task 3** links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3 and 3.4.

Policies and procedures form an important part of work place practice. It is vital to ensure that all staff have a clear understanding of the requirements and responsibilities in relation to the safeguarding of children, young people and staff. Add to your folder the following:

- an explanation of why it is important to ensure children and young people are protected from harm within the work setting
- an explanation of **policies and procedures** that are in place to protect children and young people and adults who work with them



- an evaluation of 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
- an explanation of how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits.

**Task 4** links to learning outcome 4, assessment criteria 4.1, 4.2 and 4.3.

It is important that as a child care practitioner you are able to respond to a child or young person who may have been abused or harmed. Add to your folder the following:

- a description of the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
- a description of the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting
- an explanation of the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged.

**Task 5** links to learning outcome 5, assessment criteria 5.1, 5.2 and 5.3.

As bullying appears to be more prevalent in society you will need to be able to identify and manage situations where bullying may occur. Add to your folder the following:

- an explanation of different types of **bullying** and the potential effects on children and young people
- an outline of 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
- an explanation of how to support a child or young person and/or their family when bullying is suspected or alleged.

**Task 6** links to learning outcome 6, assessment criteria 6.1, 6.2 and 6.3.

An important part of safeguarding is to empower the child or young person so that they can develop strategies to protect themselves. Add your folder the following:

- an explanation of how to support children and young people's self-confidence and self-esteem
- an analysis of the importance of supporting resilience in children and young people
- an explanation of 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
- an explanation of ways of empowering children and young people to make positive and informed choices that support their well-being and safety.

**Task 7** links to learning outcome 7, assessment criteria 7.1 and 7.2.

E-safety is an area of growing importance and you need to be informed of the issues involved in new technology. Add to your folder the following:

- an explanation of the risks and possible consequences for children and young people of being online and of using a mobile phone
- a description of ways of reducing risk to children and young people from:
  - social networking
  - internet use
  - buying online
  - using a mobile phone.

## CYP Core 3.4: Support children and young people's health and safety

**Unit reference** D/601/1696

**Level** 3

**Credit value** 2

**GLH** 15

**Unit aim** This unit provides the knowledge, understanding and skills required to support children and young people's health and safety. It requires a demonstration of competence in recognising hazards and undertaking risk assessments in the work setting.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcome 2 must be assessed in a real work environment by a qualified vocationally competent assessor.</b>			
1. Understand how to plan and provide environments and services that support children and young people's health and safety.	1.1. Describe the <b>factors</b> 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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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 <b>potential hazards</b> to the health, safety and security of children or young people, families and <b>other</b> 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 <b>balanced approach to risk management</b> .		
	3.2. Explain the dilemma between the rights and choices of children and young people and health and safety requirements.		
	3.3. Give example from own practice of supporting children or young people to assess and manage risk.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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 <b>accidents, incidents, emergencies and illness.</b>		
	4.2. Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CYP Core 3.4**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	<p>CCLD 302 Develop and maintain a healthy, safe and secure environment for children</p> <p>HSC 32 Promote, monitor and maintain health, safety and security in the working environment</p> <p>LDSS Unit 2 Ensure your own actions reduce risk to health and safety</p> <p>CWDC Training, support and development standards for Foster care, Standard 3 Understand health and safety, and healthy care</p> <p>UK Codes of Practice for Social Care Workers.</p>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Additional unit assessment requirements - provided with the unit	<p>Assessment of learning outcome 2 must take place in a real work environment. Simulation is not permitted.</p> <p>Unit should be assessed in line with the Skills for Care and Development Assessment Principles.</p>
Unit assessment guidance – provided by the sector	<p><b>Factors e.g.:</b></p> <ul style="list-style-type: none"> <li>• the individual needs, age and abilities of the children and young people</li> <li>• specific risks to individuals such as pregnancy, sensory impairments</li> <li>• the needs of carers where relevant</li> <li>• the function and purpose of environments and services offered</li> <li>• the duty of care</li> <li>• desired outcomes for the children and young people</li> <li>• lines of responsibility and accountability.</li> </ul> <p><b>Potential hazards e.g.:</b></p> <ul style="list-style-type: none"> <li>• physical</li> <li>• security</li> <li>• fire</li> <li>• food safety</li> <li>• personal safety.</li> </ul> <p><b>Other people including:</b></p> <ul style="list-style-type: none"> <li>• colleagues</li> <li>• visitors</li> <li>• families and carers.</li> </ul>

	<p><b>Balanced approach to risk management:</b></p> <ul style="list-style-type: none"> <li>• taking into account child or young person's age, needs and abilities</li> <li>• avoiding excessive risk taking</li> <li>• not being excessively risk averse</li> <li>• recognising the importance of risk and challenge to a child or young person's development.</li> </ul> <p><b>Accidents, incidents, emergencies and illness e.g.:</b></p> <ul style="list-style-type: none"> <li>• accidents involving children, young people or adults</li> <li>• incidents – all types</li> <li>• emergencies such as fire, missing children or young people, evacuation</li> <li>• recognising signs of illness such as fever, rashes or unconsciousness and taking appropriate action.</li> </ul>
<p>Unit assessment guidance - provided by us</p>	<p>Learning outcome 2 must be assessed in real work environments by a qualified occupationally competent assessor. Simulation is not permitted.</p>

## Assessment task – CYP Core 3.4 Support children and young people's health and safety

Providing a safe environment for children and young people requires knowledge of understanding of hazards and an ability to assess and manage risk.

**Task 1** links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

You are asked to provide a resource to inform staff in the setting about health and safety issues. You will need to provide:

- a description of the **factors** to take into account when planning healthy and safe indoor and outdoor environments and services
- an explanation of 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
- an identification of sources of current guidance for planning healthy and safe environments and services
- an explanation of how current health and safety legislation, policies and procedures are implemented in own work setting or service.

**Task 2** links to learning outcome 3, assessment criteria 3.1, 3.2 and 3.3.

Include in your resource:

- an explanation of why it is important to take a balanced approach to risk management
- an explanation of the dilemma between the rights and choices of children and young people and health and safety requirements
- an example from own practice of supporting children or young people to assess and manage risk.

**Task 3** links to learning outcome 4, assessment criteria 4.1 and 4.2.

Include in your resource:

- an explanation of the policies and procedures of the setting or service in response to **accidents, incidents, emergencies and illness**
- an identification of the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies.



## SHC 32: Engage in personal development in health, social care or children's and young people's settings

**Unit reference** A/601/1429

**Level** 3

**Credit value** 3

**GLH** 10

**Unit aim** This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit considers personal development and reflective practice, which are both fundamental to such roles.

<b>Learner name:</b>	<b>Centre no:</b>
<b>PIN:</b>	<b>ULN:</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
<b>Learning outcomes 2, 3, 4 and 5 must be assessed in real work environments by a qualified vocationally competent assessor. Simulation is not permitted.</b>			
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 <b>standards</b> .		
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.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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 <b>personal development plan</b> .	4.1. Identify <b>sources of support</b> for planning and reviewing own development.		
	4.2. Demonstrate how to work with <b>others</b> 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.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: SHC 32**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

<b>Additional information about the unit:</b>	
Relationship to occupational standards	<p>HSC 23 HSC 33 CCLD 304 GEN 12 GEN 13 LDSS</p> <p>Themes recur as knowledge requirements, performance criteria and core values throughout HSC and CCLD NOS.</p>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	<p>Learning outcomes 2, 3, 4 and 5 must be assessed in real work environments. Simulation is not permitted.</p> <p>Units need to be assessed in line with the Skills for Care and Development Assessment Principles.</p>
Unit Assessment guidance - provided by us	<p><b>Standards</b> may include:</p> <ul style="list-style-type: none"> <li>• codes of practice</li> <li>• regulations</li> <li>• minimum standards</li> <li>• national occupational standards.</li> </ul> <p><b>Sources of support</b> may include:</p> <ul style="list-style-type: none"> <li>• formal support</li> <li>• informal support</li> <li>• supervision</li> <li>• appraisal</li> <li>• within the organisation</li> <li>• beyond the organisation.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• carers</li> <li>• advocates</li> <li>• supervisor, line manager or employer</li> <li>• other professionals.</li> </ul>

## **Assessment task – SHC 32 Engage in personal development in health, social care or children's and young people's settings**

**Task** links to learning outcome 1, assessment criteria 1.1 and 1.2.

Personal development and reflective practice is an integral part of working with children and or young people. To support you in reviewing the need for personal development in relation to your work role, produce the following:

- a description of the duties and responsibilities of your own work role
- an explanation of the expectations about your own work role as expressed in relevant **standards**.

(**Standards** may include: codes of practice, regulations, minimum standards or national occupational standards.)



## **Section 4: Assessment and quality assurance information**

## Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in these qualifications. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list you should contact your Customer Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
A	Direct observation of learner by tutor / teacher / assessor <ul style="list-style-type: none"> <li>by a tutor / teacher / assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles</li> </ul> *NB: for further details please see page 123	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council or other assessment strategy/principles</li> </ul>	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> <li>may include simulation**</li> </ul>	Yes	Yes
I	Recognition of prior learning	Yes	Yes



Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by us (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

- \* **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:
- when assessment may cause distress to an individual, such as supporting a child with a specific need
  - a rarely occurring situation, such as dealing with an accident or illness
  - confidential situations, such as Safeguarding Strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance.
- \*\* **Simulation.** A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

## Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in “Delivering CACHE Qualifications – Assessment and Internal Quality Assurance Guidance”.

The Centre needs to ensure that individuals undertaking assessor or quality assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

Skills for Care and Development Assessment Principles / Teaching Agency (formerly Training and Development Agency for Schools) Assessment Principles / CACHE Assessment Strategy

### Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

### Competence / Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

## Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

### Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of these qualifications must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.



## Section 5: Documents

## Useful documents

This section refers to useful documents that can be found on the secure website, some of which may assist with the delivery of this qualification.

- Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance

## Mandatory documents

The completion of an 'Evidence Record' and 'Record of Assessment Cycle' form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of the templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

These documents can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**.

## Resources

The resources and materials used in the delivery of these qualifications, 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.

## Safeguarding guidance

To support early years settings, the UKCIS Education Working Group has developed two documents to help early years settings managers and staff consider their practice and to take steps to safeguard both children and adults online. To access the documents, please visit:

<https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations>

## Learning resources

We offer a wide range of learning resources to support the delivery of these qualifications. Please check the qualification page on the Centre secure website for more information.

### **Third-party products**

Products to support the delivery of these qualifications are offered by the following third-party suppliers:

- The Skills Network

For more information about these resources and how to access them please visit our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).