

# City & Guilds Level 2 and 3 Qualifications in Supporting Teaching and Learning in Schools (5329)

Qualification handbook for centres



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# City & Guilds Level 2 and 3 Qualifications in Supporting Teaching and Learning in Schools (5329)

## Qualification handbook for centres

Qualification title	Number	QAN	GLH	TQT
City & Guilds Level 2 Award in Support Work in Schools	5329-20	501/1128/0	80	120
City & Guilds Level 2 Certificate in Supporting Teaching and Learning in Schools	5329-21	501/1136/X	180	300
City & Guilds Level 2 Certificate in Supporting the Wider Curriculum in Schools	5329-22	501/1129/2		n/a*
City & Guilds Level 3 Award in Supporting Teaching and Learning in Schools	5329-30	501/1132/2		n/a*
City & Guilds Level 3 Certificate in Supporting Teaching and Learning in Schools	5329-31	501/1123/1	180	320
City & Guilds Level 3 Certificate in Cover Supervision of Pupils in Schools	5329-32	501/1395/1	185	300
City & Guilds Level 3 Diploma in Specialist Support for Teaching and Learning in Schools	5329-33	501/1394/X	232	440

\*This qualification is no longer awarded.

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.1 Oct 2011	Amended learning outcome title 4 and 5 for unit 325	Units
1.2 Nov 2013	Unit 337 level corrected to 2	Units
1.3 July 2014	Last registration and certification dates extended	Introduction (Page 9)
1.4 September 2015	Last registration and certification dates extended	Introduction (Page 9)
1.5 July 2016	Removal of phone numbers	
1.6 November 2017	Added TQT and GLH details  Deleted QCF	Qualification at a Glance, Structure Appendix
1.7 February 2019	Deleted <b>'Assessment</b> This unit will be assessed by: <ul style="list-style-type: none"> <li>• an assignment covering practical skills and underpinning knowledge.'</li> </ul>	Units (x40)
1.8 February 2020	Statement c) not as a list, but as a subsequent sentence	Unit 323 (Page 190)
1.9 March 2022	GLH and TQT clarified  City & Guilds added to qualification titles	Qualification at a Glance, Structure Throughout

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# 1 Introduction to the qualifications

These qualifications for school support staff have been developed in partnership by the Training and Development Agency for Schools (TDA) and Awarding Organisations. All of the qualifications in this suite have been informed by the **National Occupational Standards (NOS) in Supporting Teaching and Learning in Schools (2007)** which also underpin NVQs in Supporting Teaching and Learning in Schools at levels 2 and 3.

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

Those taking the Awards could be:

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

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

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

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

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

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

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

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

## 1.1 The qualifications

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

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

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

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

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

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

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

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

## 1.2 The units

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

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

## 1.3 Qualification structure

### City & Guilds Level 2 Award in Support Work in Schools

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

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Mandatory/ optional for full qualification</b>	<b>Credit value</b>	<b>Excluded combination of units (if any)</b>
H/601/3305	201	Child and young person development	Mandatory	2	N/A
K/601/3323	202	Safeguarding the welfare of children and young people	Mandatory	3	N/A

F/601/3313	203	Communication and professional relationships with children, young people and adults	Mandatory	2	N/A
D/601/3321	204	Equality, diversity and inclusion in work with children and young people	Mandatory	2	N/A
T/601/3325	205	Schools as organisations	Optional	3	N/A
A/601/3326	302	Schools as organisations	Optional	3	N/A

### City & Guilds Level 2 Certificate in Supporting Teaching and Learning in Schools

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

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value	Excluded combination of units (if any)
H/601/3305	201	Child and young person development	Mandatory	2	N/A
K/601/3323	202	Safeguarding the welfare of children and young people	Mandatory	3	N/A
F/601/3313	203	Communication and professional relationships with children, young people and adults	Mandatory	2	N/A
D/601/3321	204	Equality, diversity and inclusion in work with children and young people	Mandatory	2	N/A
T/601/7391	206	Help improve own and team practice in schools	Mandatory	3	N/A
D/601/7403	207	Maintain and support relationships with children and young people	Mandatory	3	N/A
T/601/7410	208	Support children and young people's health and safety	Mandatory	3	N/A
T/601/7407	209	Support children and young people's positive behaviour	Mandatory	2	N/A
A/601/7411	210	Support learning	Mandatory	4	N/A

activities

T/601/3325	205	Schools as organisations	Optional Group A	3	N/A
A/601/3326	302	Schools as organisations	Optional Group A	3	N/A
L/601/7414	211	Contribute to supporting bilingual learners	Optional Group B	2	N/A
Y/601/7416	309	Invigilate tests and examinations	Optional Group B	3	N/A
D/601/7417	212	Prepare and maintain learning environments	Optional Group B	3	N/A
K/601/6500	213	Provide displays in schools	Optional Group B	3	N/A
A/601/4072	307	Support assessment for learning	Optional Group B	4	N/A
A/601/6517	214	Support children and young people at meal or snack times	Optional Group B	3	N/A
D/601/6526	215	Support children and young people with disabilities and special educational needs	Optional Group B	4	N/A
T/601/6564	216	Support children and young people's play and leisure	Optional Group B	3	N/A
Y/601/6573	217	Support children and young people's travel outside of the setting	Optional Group B	3	N/A
M/601/6577	218	Support extra-curricular activities	Optional Group B	3	N/A
A/601/6579	219	Support the use of information and communication technology for teaching and learning	Optional Group B	2	N/A
J/601/8027	221	Move and position individuals in accordance with their plan of care	Optional Group B	4	N/A
D/601/9023	222	Provide support for therapy sessions	Optional Group B	2	N/A

**Credits from equivalent units**

<b>TDA Unit (within this</b>	<b>TDA Unit</b>	<b>Equivalent Unit (from</b>	<b>Equivalent</b>
<b>WBA</b>	<b>WBA</b>	<b>WBA</b>	<b>Unit WBA</b>

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

### Exemptions

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

### City & Guilds Level 2 Certificate in Supporting the Wider Curriculum in Schools

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

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value	Excluded combination of units (if any)
H/601/3305	201	Child and young person development	Mandatory	2	N/A
K/601/3323	202	Safeguarding the welfare of children and young people	Mandatory	3	N/A
F/601/3313	203	Communication and professional relationships with children, young people and adults	Mandatory	2	N/A
D/601/3321	204	Equality, diversity and inclusion in work with children and young people	Mandatory	2	N/A
T/601/7410	208	Support children and young people's health and safety	Mandatory	3	N/A
T/601/7407	209	Support children and young people's positive behaviour	Mandatory	2	N/A
T/601/3325	205	Schools as organisations	Optional Group A	3	N/A

A/601/3326	302	Schools as organisations	Optional Group A	3	N/A
D/601/7403	207	Maintain and support relationships with children and young people	Optional Group B	3	N/A
A/601/6517	Unit 214	Support children and young people at meal or snack times	Optional Group B	3	N/A
T/601/6564	Unit 216	Support children and young people's play and leisure	Optional Group B	3	N/A
Y/601/6573	Unit 217	Support children and young people's travel outside of the setting	Optional Group B	3	N/A
M/601/6577	Unit 218	Support extra-curricular activities	Optional Group B	3	N/A

### Credits from equivalent units

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

### City & Guilds Level 3 Award in Supporting Teaching and Learning in Schools

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

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

Y/601/1695	333	Understand how to safeguard the well being of children and young people	Mandatory	3	N/A
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### City & Guilds Level 3 Certificate in Supporting Teaching and Learning in Schools

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

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value	Excluded combination of units (if any)
F/601/3327	301	Communication and professional relationships with children, young people and adults	Mandatory	2	N/A
A/601/3326	302	Schools as organisations	Mandatory	3	N/A
F/601/4073	303	Support learning activities	Mandatory	4	N/A
A/601/4069	304	Promote children and young people's positive behaviour	Mandatory	3	N/A
H/601/4065	305	Develop professional relationships with children, young people and adults	Mandatory	2	N/A
M/601/4070	306	Promote equality, diversity and inclusion in work with children and young people	Mandatory	2	N/A
A/601/4072	307	Support assessment for learning	Mandatory	4	N/A
A/601/1429	332	Engage in personal development in health, social care or children's and young people's settings	Mandatory	3	N/A
D/601/1696	334	Support children and young people's health and safety	Mandatory	2	N/A
L/601/1693	331	Understand child and young person development	Mandatory	4	N/A
Y/601/1695	333	Understand how to safeguard the well being of children and young people	Mandatory	3	N/A

### City & Guilds Level 3 Certificate in Cover Supervision of Pupils in Schools

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

Unit accreditation number	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value	Excluded combination of units (if any)
F/601/3327	301	Communication and professional relationships with children, young people and adults	Mandatory	2	N/A
A/601/3326	302	Schools as organisations	Mandatory	3	N/A
A/601/4069	304	Promote children and young people's positive behaviour	Mandatory	3	N/A
H/601/4065	305	Develop professional relationships with children, young people and adults	Mandatory	2	N/A
M/601/4070	306	Promote equality, diversity and inclusion in work with children and young people	Mandatory	2	N/A
T/601/4071	308	Supervise whole class learning activities	Mandatory	3	N/A
A/601/1429	332	Engage in personal development in health, social care or children's and young people's settings	Mandatory	3	N/A
D/601/1696	334	Support children and young people's health and safety	Mandatory	2	N/A
A/501/5163	335	Team working	Mandatory	3	N/A
L/601/1693	331	Understand child and young person development	Mandatory	4	N/A
Y/601/1695	333	Understand how to safeguard the well being of children and young people	Mandatory	3	N/A

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

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

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

### All Units in the City & Guilds Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Mandatory/ optional for full qualification</b>	<b>Credit value</b>	<b>Excluded combination of units (if any)</b>
F/601/3327	301	Communication and professional relationships with children, young people and adults	Mandatory	2	N/A
A/601/3326	302	Schools as organisations	Mandatory	3	N/A
F/601/4073	303	Support learning activities	Mandatory	4	N/A
A/601/4069	304	Promote children and young people's positive behaviour	Mandatory	3	N/A
H/601/4065	305	Develop professional relationships with children, young people and adults	Mandatory	2	N/A
M/601/4070	306	Promote equality, diversity and inclusion in work with children and young people	Mandatory	2	N/A
A/601/4072	307	Support assessment for learning	Mandatory	4	N/A
A/601/1429	332	Engage in personal development in health, social care or children's and young people's settings	Mandatory	3	N/A
D/601/1696	334	Support children and young people's health and safety	Mandatory	2	N/A
L/601/1693	331	Understand child and young person development	Mandatory	4	N/A
Y/601/1695	333	Understand how to safeguard the wellbeing of children and young people	Mandatory	3	N/A
D/601/7711	310	Plan and deliver learning activities under the direction of a teacher	Optional Group A – Supporting Learning	4	N/A
M/601/7714	311	Support literacy development	Optional Group A – Supporting Learning	3	N/A

A/601/7716	312	Support numeracy development	Optional Group A – Supporting Learning	3	N/A
J/601/7718	313	Support teaching and learning in a curriculum area	Optional Group A – Supporting Learning	3	N/A
F/601/7720	314	Support delivery of the 14–19 curriculum	Optional Group A – Supporting Learning	3	N/A
L/601/7722	315	Provide literacy and numeracy support	Optional Group A – Supporting Learning	3	N/A
R/601/7723	316	Support gifted and talented learners	Optional Group A – Supporting Learning	4	N/A
T/600/9789	336	Support children’s speech, language and communication	Optional Group A – Supporting Learning	4	N/A
Y/601/7724	317	Support bilingual learners	Mandatory Group B – English as an additional language	4	N/A
D/601/7725	318	Provide bilingual support for teaching and learning	Optional Group B – English as an additional language	6	N/A
H/601/7726	319	Support disabled children and young people and those with special educational needs	Mandatory Group C – Special educational needs	5	N/A
Y/601/7707	320	Support children and young people with behaviour, emotional and social development needs	Optional Group C – Special educational needs	4	N/A
M/601/8121	321	Support learners with cognition and learning needs	Optional Group C – Special educational needs	4	N/A
K/601/8134	322	Support learners with communication and interaction needs	Optional Group C – Special educational needs	4	N/A

M/601/8135	323	Support learners with sensory and/or physical needs	Optional Group C – Special educational needs	4	N/A
F/601/8060	337	Support individuals to meet personal care needs	Optional Group C – Special educational needs	2	N/A
D/601/8325	324	Support children and young people during transitions in their lives	Optional Group D – Providing pastoral support	4	N/A
L/601/1337	340	Develop interviewing skills for work with children and young people	Optional Group D – Providing pastoral support	3	N/A
T/601/1381	342	Facilitate the learning and development of children and young people through mentoring	Optional Group D – Providing pastoral support	4	N/A
M/601/1377	341	Improving the attendance of children and young people in statutory education	Optional Group D – Providing pastoral support	5	N/A
F/600/9780	343	Promote the well being and resilience of children and young people	Optional Group D – Providing pastoral support	4	N/A
A/601/1334	339	Provide information and advice to young people	Optional Group D – Providing pastoral support	3	N/A
D/600/9785	344	Support children and young people to achieve their education potential	Optional Group D – Providing pastoral support	4	N/A
M/600/9788	345	Support children and young people to make positive changes in their lives	Optional Group D – Providing pastoral support	4	N/A
F/502/5242	347	Support young people in relation to sexual health and risk of pregnancy	Optional Group D – Providing pastoral support	2	N/A
M/601/1329	338	Support young people to develop, implement and review a plan of action	Optional Group D – Providing pastoral support	3	N/A
R/502/5231	346	Support young people who are socially excluded or excluded from school	Optional Group D – Providing pastoral support	2	N/A

A/601/9420	220	Assist in the administration of medication	Optional Group E – Supporting the wider work of the school	4	N/A
Y/601/7416	309	Invigilate tests and examinations	Optional Group E – Supporting the wider work of the school	3	N/A
A/601/8333	325	Lead an extra-curricular activity	Optional Group E – Supporting the wider work of the school	3	N/A
Y/601/8338	326	Maintain learner records	Optional Group E – Supporting the wider work of the school	3	N/A
D/601/8342	327	Monitor and maintain curriculum resources	Optional Group E – Supporting the wider work of the school	3	N/A
H/601/8357	328	Organise travel for children and young people	Optional Group E – Supporting the wider work of the school	2	N/A
H/601/8360	329	Supervise children and young people on journeys, visits and activities outside of the setting	Optional Group E – Supporting the wider work of the school	3	N/A
A/602/1846	348	Work in partnership with parents to engage them with their children's learning and development in school	Optional Group E – Supporting the wider work of the school	6	
R/601/8368	330	Work with other practitioners to support children and young people	Optional Group F – Working with colleagues	3	
Y/600/9669	351	Plan, allocate and monitor work of a team	Optional Group F – Working with colleagues	5	
T/600/9601	350	Provide leadership and direction for own area of responsibility	Optional Group F – Working with colleagues	5	

M/600/9600	349	Set objectives and provide support for team members	Optional Group F – Working with colleagues	5
M/600/9676	352	Support learning and development within own area of responsibility	Optional Group F – Working with colleagues	5
A/501/5163	335	Team working	Optional Group F – Working with colleagues	3

### Required combinations from optional units

	Unit	Unit accreditation number		Unit	Unit accreditation number
<b>Those taking</b>	Provide bilingual support for teaching and learning	D/601/7725	<b>Must also take</b>	Support bilingual learners	Y/601/7724
<b>Those taking</b>	Support children and young people with behaviour, emotional and social development needs	Y/601/7707	<b>Must also take</b>	Support disabled children and young people and those with special educational needs	H/601/7726
<b>Those taking</b>	Support learners with cognition and learning needs	M/601/8121	<b>Must also take</b>	Support disabled children and young people and those with special educational needs	H/601/7726
<b>Those taking</b>	Support learners with communication and interaction needs	K/601/8134	<b>Must also take</b>	Support disabled children and young people and those with special educational needs	H/601/7726
<b>Those taking</b>	Support learners with sensory and/or physical needs	M/601/8135	<b>Must also take</b>	Support disabled children and young people and those with special educational needs	H/601/7726
<b>Those taking</b>	Support individuals to meet personal care needs	F/601/8060	<b>Must also take</b>	Support disabled children and young people and those with special educational needs	H/601/7726

### Barred Combinations from optional units

Unit	Unit accreditation number	Unit	Unit accreditation number
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Provide leadership and direction for own area of responsibility

T/600/9601

**May not be taken in combination with**

Set objectives and provide support for team members

Y/601/7724

## Exemptions

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

## Total Qualification Time

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

Title and level	GLH	TQT
City & Guilds Level 2 Award in Support Work in Schools	80	120
City & Guilds Level 2 Certificate in Supporting Teaching and Learning in Schools	180	300
City & Guilds Level 2 Certificate in Supporting the Wider Curriculum in Schools		n/a*
City & Guilds Level 3 Award in Supporting Teaching and Learning in Schools		n/a*
City & Guilds Level 3 Certificate in Supporting Teaching and Learning in Schools	180	320
City & Guilds Level 3 Certificate in Cover Supervision of Pupils in Schools	185	300
City & Guilds Level 3 Diploma in Specialist Support for Teaching and Learning in Schools	232	440

\*This qualification is no longer awarded.

## 2 Centre requirements

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

### 2.1 Centres not yet approved by City & Guilds

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

Centres must meet a set of quality criteria including:

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

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

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

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

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

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

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

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

## 2.3 Quality Assurance

### Internal quality assurance

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

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

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

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

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

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

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

## **A comprehensive approach to quality and quality assurance**

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

**Quality** is the 'degree of excellence of something'

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

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

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

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

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

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

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

### **External quality assurance**

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

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

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

## 2.4 Resource requirements

### Human resources

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

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

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

Therefore, it is required that practitioners are:

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

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

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

and for Internal Quality Assurers/Verifiers

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

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

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

## **2.5 Occupational knowledge and competence**

### **Assessors**

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

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

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

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

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

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

### **Internal Quality Assurers/Verifiers**

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

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

### **Expert witnesses**

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

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

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

An expert witness must:

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

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

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

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

## **Continuing professional development (CPD)**

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

### **2.6 Candidate entry requirements**

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

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

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

### **2.7 Age restrictions**

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

## 3 Course design and delivery

### 3.1 Recommended delivery strategies

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

Centres may design programmes of study in any way which:

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

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

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

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

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

It is important to recognise that quality requirements are not set centrally by Ofqual, but are 'devolved' to Awarding Organisations, to allow flexibility of approach.

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

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

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

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

## 4 Assessment

### 4.1 Summary of assessment methods

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

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

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

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

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

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

### Initial assessment

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

Steps in carrying out an initial assessment include:

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

- using the RPL process to claim credit for what the candidate already knows and can do for immediate assessment.
- identifying what candidates need to learn.

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

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

## Learning plans

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

Learning plans should:

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

## Assessment planning

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

Where the qualification includes workplace assessment, assessors should:

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

- make good use of the mentor, if available, to facilitate assessment opportunities (but keep them separate from the assessment process), and
- ensure assessment planning takes account of the candidate's learning needs and agreed plans for addressing these.

## **Making assessments**

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

## **Assessment of knowledge and understanding**

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

## **Assessment in the workplace**

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

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

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

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

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

### The use of simulation

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

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

### Tracking progress

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

Reviews should take account of:

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

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

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

## 4.2 Storage of evidence and 'portfolios'

### Evidence of learning and evidence of competence

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

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

## More about 'Portfolios of evidence'

Ofqual has long maintained that evidence *'where it is in paper or material form, can be left in its natural location'* for example the classroom, office or building site. This is a sensible approach as much 'product' evidence cannot, for a variety of reasons, go into a 'portfolio' (eg a classroom display, a brick wall which has been built, sensitive records from a care home etc.) In the same way, it is not necessary to print off and present paper copies of policies and procedures if those can be left in their usual location and checked by assessors and Internal Quality Assurers/Verifiers 'in situ'.

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

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

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

There are however practical implications to consider:

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

## 5 Units

### Structure of units

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

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

### Summary of units

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

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

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

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

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

STL2 Support children's development (CCLD 203)

SWiS 2.1 Explore and respond to the needs of pupils

Introductory training materials:

Role and context

Understanding how children learn

### Support of the unit by a sector or other appropriate body

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

# Unit 201 Child and young person development

## Assessment Criteria

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

The learner can:

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

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

The learner can:

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

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

The learner can:

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

# Unit 201 Child and young person development

## Notes for guidance

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

### **Suggested unit assignment**

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

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

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

## Unit 202

# Safeguarding the welfare of children and young people

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

STL3 Help to keep children safe (CCLD202)

SWiS 2.1 Explore and respond to the needs of pupils

Introductory training materials:

Role and context

ICT

### Support of the unit by a sector or other appropriate body

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

# Unit 202                    Safeguarding the welfare of children and young people

## Assessment Criteria

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

The learner can:

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

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

The learner can:

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

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

The learner can:

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

# Unit 202      Safeguarding the welfare of children and young people

## Notes for guidance

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

- disclosure
- allegations
- signs and indicators of abuse

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

### **Suggested assignment**

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

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

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

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

## Unit 203

# Communication and professional relationships with children, young people and adults

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

STL4 Contribute to positive relationships (CCLD 201)

SWiS 2.2 Explore school values, policies, roles and responsibilities

Introductory training materials:

Promoting positive behaviour

### Support of the unit by a sector or other appropriate body

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

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

## Assessment Criteria

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

The learner can:

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

### **Outcome 2      Know how to interact with and respond to adults**

The learner can:

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

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

The learner can:

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

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

The learner can:

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

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

## Notes for guidance

**Communication** includes:

- verbal
- non-verbal
- informal
- formal

### **Suggested unit assignment**

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

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

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

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

## Unit 204

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

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

STL1 Provide support for learning activities

STL11 Contribute to supporting bilingual/multilingual pupils

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

Introductory training materials:

Inclusion

### Support of the unit by a sector or other appropriate body

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

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

## Assessment Criteria

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

The learner can:

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

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

The learner can:

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

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

The learner can:

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

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

### Notes for guidance

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

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

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

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

#### **Suggested unit assignment**

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

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

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

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

SWiS 2.2 Explore school values, policies, roles and responsibilities

Introductory training materials:

Role and context

### Support of the unit by a sector or other appropriate body

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

## **Unit 205      Schools as organisations**

### Assessment Criteria

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

The learner can:

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

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

The learner can:

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

#### **Outcome 3      Understand how schools uphold their aims and values**

The learner can:

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

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

The learner can:

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

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

The learner can:

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

## **Outcome 6 Know about the wider context in which schools operate**

The learner can:

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

## **Unit 205            Schools as organisations**

### Notes for guidance

#### **Suggested unit assignment**

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

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

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

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

## Unit 206

# Help improve own and team practice in schools

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

### Unit aim

This unit provides the knowledge, understanding and skills required to help improve own and team practice in schools. It requires demonstration of competence in reflecting on and improving own practice, and supporting the work of the team.

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

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

STL5 Provide effective support for your colleagues

### Support of the unit by a sector or other appropriate body

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

# Unit 206                      Help improve own and team practice in schools

## Assessment Criteria

### Outcome 1    Reflect on own practice

The learner can:

- 1.1 Take note of children and young people's responses to own practice
- 1.2 Ask for constructive feedback on own practice from colleagues
- 1.3 Take note of responses to own practice from **others**
- 1.4 Evaluate all aspects of own practice

### Outcome 2    Improve own practice

The learner can:

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

### Outcome 3    Understand the work of the team

The learner can:

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

### Outcome 4    Support the work of the team

The learner can:

- 4.1 Support the purpose and objectives of the team
- 4.2 Carry out own role and responsibilities within the team
- 4.3 Communicate clearly with team members and others, making sure they have the information they need
- 4.4 Interact with others in a way that supports good team work
- 4.5 Identify and suggest ways in which the team could improve its work, challenging existing practice where necessary
- 4.6 Respond to differences of opinion and conflict constructively
- 4.7 Seek advice and support from relevant people when needed

## Unit 206

## Help improve own and team practice in schools

Notes for guidance

**Others:** according to own role eg:

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

**Development opportunities** eg:

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

## Unit 207

# Maintain and support relationships with children and young people

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

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

STL4 Contribute to positive relationships (CCLD 201)

Introductory training materials:

Promoting positive behaviour

### Support of the unit by a sector or other appropriate body

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

## Unit 207

# Maintain and support relationships with children and young people

## Assessment Criteria

### Outcome 1 Communicate with children and young people

The learner can:

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

### Outcome 2 Develop and maintain relationships with children and young people

The learner can:

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

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

The learner can:

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

## **Unit 207            Maintain and support relationships with children and young people**

### Notes for guidance

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

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

#### **Communicate:**

- verbally
- non-verbally
- informally
- formally

## Unit 208

# Support children and young people's health and safety

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

CCLD202 (STL3) Help to keep children safe

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

### Support of the unit by a sector or other appropriate body

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

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

## Assessment Criteria

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

The learner can:

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

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

The learner can:

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

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

The learner can:

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

### Outcome 4 Respond to emergency situations

The learner can:

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

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

## Notes for guidance

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

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

**Balanced approach to risk management:**

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

**Emergency situations:** including:

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

## Unit 209

# Support children and young people's positive behaviour

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

STL3 Help to keep children safe (CCLD202)

STL19 Promote positive behaviour

Introductory training materials:

Promoting positive behaviour

### Support of the unit by a sector or other appropriate body

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

# Unit 209      Support children and young people's positive behaviour

## Assessment Criteria

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

The learner can:

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

### **Outcome 2      Support positive behaviour**

The learner can:

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

### **Outcome 3      Respond to inappropriate behaviour**

The learner can:

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

## Unit 209

# Support children and young people's positive behaviour

## Notes for guidance

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

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

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

## Unit 210

## Support learning activities

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

STL1 Provide support for learning activities

STL6 Support literacy and numeracy development

STL8 Use information and communication technology to support pupils' learning

STL9 Observe and report on pupil performance

Introductory training materials for teaching assistants:

Role and context

Literacy

Mathematics

ICT

Science

### Support of the unit by a sector or other appropriate body

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

## Unit 210 Support learning activities

### Assessment Criteria

#### Outcome 1 Support the teacher in planning learning activities

The learner can:

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

#### Outcome 2 Prepare for learning activities

The learner can:

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

#### Outcome 3 Support learning activities

The learner can:

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

#### Outcome 4 Observe and report on learner participation and progress

The learner can:

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

#### Outcome 5 Support the evaluation of learning activities

The learner can:

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

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

The learner can:

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

## Unit 210 Support learning activities

### Notes for guidance

**Information required:** to support learning activities includes:

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

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

**Resources:** to support learning activities including:

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

**Problems:** may relate to:

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

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

STL11 Contribute to supporting bilingual/multilingual pupils

Introductory training materials for teaching assistants:

Inclusion

### Support of the unit by a sector or other appropriate body

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

# Unit 211      Contribute to supporting bilingual learners

## Assessment Criteria

### Outcome 1      Interact with bilingual learners

The learner can:

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

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

The learner can:

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

### Outcome 3      Support bilingual learners during learning activities

The learner can:

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

## Unit 211                    Contribute to supporting bilingual learners

### Notes for guidance

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

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

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

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

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

STL31 Prepare and maintain the learning environment

### Support of the unit by a sector or other appropriate body

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

# Unit 212 Prepare and maintain learning environments

## Assessment Criteria

### Outcome 1 Prepare learning environments

The learner can:

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

### Outcome 2 Prepare learning materials

The learner can:

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

### Outcome 3 Monitor and maintain learning environments and resources

The learner can:

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

## Unit 212 Prepare and maintain learning environments

### Notes for guidance

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

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

**Safety equipment:**

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

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

**Learning materials:**

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

**Environmental factors:** eg;

- light
- ventilation
- temperature

## Unit 213

## Provide displays in schools

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

STL16 Provide displays (IL3/10)

### Support of the unit by a sector or other appropriate body

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

## **Unit 213      Provide displays in schools**

### Assessment Criteria

#### **Outcome 1      Understand the school policy and procedures for displays**

The learner can:

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

#### **Outcome 2      Design displays**

The learner can:

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

#### **Outcome 3      Set up displays**

The learner can:

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

#### **Outcome 4      Maintain displays**

The learner can:

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

#### **Outcome 5      Dismantle displays**

The learner can:

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

## Unit 213 Provide displays in schools

### Notes for guidance

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

**Purpose:** what the display aims to achieve eg;

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

## Unit 214

# Support children and young people at meal or snack times

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

### Support of the unit by a sector or other appropriate body

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

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

## Assessment Criteria

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

The learner can:

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

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

The learner can:

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

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

The learner can:

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

### **Outcome 4      Support hygiene during meal or snack times**

The learner can:

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

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

The learner can:

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

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

### Notes for guidance

#### **Healthier food choices** in relation to:

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

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

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

## Unit 215

# Support children and young people with disabilities and special educational needs

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

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

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

Introductory training materials:

Inclusion

### Support of the unit by a sector or other appropriate body

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

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

## Assessment Criteria

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

The learner can:

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

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

The learner can:

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

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

The learner can:

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

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

The learner can:

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

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

## Notes for guidance

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

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

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

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

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

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

**Others** according to own role eg:

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

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

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

- the environment
- activities
- working practice
- resources

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

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

## Unit 216

# Support children and young people's play and leisure

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

### Support of the unit by a sector or other appropriate body

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

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

## Assessment Criteria

### **Outcome 1      Understand the nature and importance of play and leisure**

The learner can:

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

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

The learner can:

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

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

The learner can:

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

### **Outcome 4      Reflect on and improve own practice**

The learner can:

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

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

Notes for guidance

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

## Unit 217

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

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

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

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

### Support of the unit by a sector or other appropriate body

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

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

## Assessment Criteria

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

The learner can:

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

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

The learner can:

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

### Outcome 3 Support children and young people during travel

The learner can:

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

## Unit 217

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

## Notes for guidance

**Travel arrangements:** as appropriate to the journey eg;

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

**Journeys:**

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

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

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

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

STL53 Lead an extra-curricular activity

### Support of the unit by a sector or other appropriate body

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

## **Unit 218          Support extra-curricular activities**

### Assessment Criteria

#### **Outcome 1      Prepare for extra-curricular activities**

The learner can:

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

#### **Outcome 2      Deliver extra-curricular activities**

The learner can:

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

#### **Outcome 3      Bring extra-curricular activities to an end**

The learner can:

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

#### **Outcome 4      Reflect on own contribution to extra-curricular activities**

The learner can:

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

## Unit 218 Support extra-curricular activities

### Notes for guidance

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

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

## Unit 219

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

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

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

Introductory training materials:

ICT

### Support of the unit by a sector or other appropriate body

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

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

## Assessment Criteria

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

The learner can:

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

### **Outcome 2      Prepare ICT resources for use in teaching and learning**

The learner can:

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

### **Outcome 3      Support the use of ICT for teaching and learning**

The learner can:

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

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

### Notes for guidance

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

**Guidance and instructions:** on the use of ICT resources;

- to teachers
- to learners
- to other support staff

**Problems:** may relate to;

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

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

### Unit aim

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

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

STL43 Assist in the administration of medication (SfH CHS2)

### Support of the unit by a sector or other appropriate body

## Unit 220 Assist in the administration of medication

### Assessment Criteria

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

The learner can:

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

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

The learner can:

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

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

The learner can:

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

#### **Outcome 4 Understand the requirements and procedures for ensuring patient safety**

The learner can:

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

## **Outcome 5 Prepare for the administration of medication**

The learner can:

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

## **Outcome 6 Assist in the administration of medication**

The learner can:

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

## **Outcome 7 Contribute to the management of medications and administration records**

The learner can:

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

## Unit 220 Assist in the administration of medication

### Notes for guidance

**Medication:** may be from various drug categories such as;

- general sales list
- pharmacy only
- prescription only

**Routes for the administration of medication:** eg;

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

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

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

**Standard precautions for infection control:** including;

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

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

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

- a registered nurse
- a registered midwife
- social worker

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

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

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

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

**Appropriate action to obtain new stocks:** of medication;

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

## Unit 221

# Move and position individuals in accordance with their plan of care

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

CHS6

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

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

### Assessment Criteria

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

The learner can:

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

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

The learner can:

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

#### **Outcome 3    Minimise risk before moving and positioning individuals**

The learner can:

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

#### **Outcome 4    Prepare individuals before moving and positioning**

The learner can:

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

## **Outcome 5 Move and position an individual**

The learner can:

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

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

The learner can:

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

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

Notes for guidance

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

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

## Unit 222

## Provide support for therapy sessions

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

This unit links to NOS HSC212.

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

## Unit 222 Provide support for therapy sessions

### Assessment Criteria

#### Outcome 1 Understand the benefits of therapy sessions

The learner can:

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

#### Outcome 2 Prepare for therapy sessions

The learner can:

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

#### Outcome 3 Provide support in therapy sessions

The learner can:

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

#### Outcome 4 Observe and record therapy sessions

The learner can:

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

#### Outcome 5 Contribute to the review of therapy sessions

The learner can:

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

## Unit 222 Provide support for therapy sessions

### Notes for guidance

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

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

**Therapy sessions** may include:

- occupational therapy
- physiotherapy
- hydrotherapy
- aromatherapy

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

**Others** may include:

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

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

## Unit 301

# Communication and professional relationships with children, young people and adults

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

STL20 Develop and promote positive relationships (CCLD 301)

Introductory training materials:

Promoting positive behaviour

### Support of the unit by a sector or other appropriate body

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

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

## Assessment Criteria

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

The learner can:

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

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

The learner can:

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

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

The learner can:

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

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

Notes for guidance

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

language

sensory impairment

speech, language or communication impairment

cognitive abilities

emotional state

cultural differences

## **Suggested units assignment**

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

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

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

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

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

Introductory training materials:

Role and context

### Support of the unit by a sector or other appropriate body

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

## **Unit 302            Schools as organisations**

### Assessment Criteria

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

The learner can:

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

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

The learner can:

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

#### **Outcome 3    Understand school ethos, mission, aims and values**

The learner can:

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

#### **Outcome 4    Know about the legislation affecting schools**

The learner can:

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

## **Outcome 5 Understand the purpose of school policies and procedures**

The learner can:

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

## **Outcome 6 Understand the wider context in which schools operate**

The learner can:

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

## **Unit 302 Schools as organisations**

### Notes for guidance

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

#### **Suggested unit assignment**

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

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

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

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

Explain the wider context in which schools operate.

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

STL18 Support pupils' learning activities

STL8 Use information and communication technology to support pupils' learning

STL29 Observe and promote pupil performance and development

Introductory materials for teaching assistants:

Role and context

Literacy

Mathematics

Information and communication technology

### Support of the unit by a sector or other appropriate body

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

# Unit 303 Support learning activities

## Assessment Criteria

### Outcome 1 Contribute to planning learning activities

The learner can:

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

### Outcome 2 Prepare for learning activities

The learner can:

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

### Outcome 3 Support learning activities

The learner can:

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

### Outcome 4 Observe and report on learner participation and progress

The learner can:

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

## **Outcome 5    Contribute to the evaluation of learning activities**

The learner can:

5.1 Explain the importance of evaluating learning activities

5.2 Use the outcomes of observations and assessments to:

- a) provide feedback to learners on progress made
- b) provide the teacher with constructive feedback on the learning activities
- c) provide the teacher with feedback on learners' participation and progress
- d) reflect on and improve own practice in supporting learning activities

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

The learner can:

6.1 Evaluate how own knowledge, understanding and skills in literacy, numeracy and ICT impact on practice

6.2 Develop a plan for improving own knowledge, understanding and skills in literacy, numeracy and ICT

## Unit 303 Support learning activities

### Notes for guidance

**Information required:** to support learning activities includes;

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

**Resources:** to support learning activities including;

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

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

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

**Social organisation and relationships:** for example;

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

**Problems;** relating to:

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

## Unit 304

# Promote children and young people's positive behaviour

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

STL19 Promote positive behaviour

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

Introductory training materials:

Promoting positive behaviour

### Support of the unit by a sector or other appropriate body

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

# Unit 304 Promote children and young people's positive behaviour

## Assessment Criteria

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

The learner can:

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

### Outcome 2 Promote positive behaviour

The learner can:

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

### Outcome 3 Manage inappropriate behaviour

The learner can:

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

## **Outcome 4 Respond to challenging behaviour**

The learner can:

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

## **Outcome 5 Contribute to reviews of behaviour and behaviour policies**

The learner can:

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

## Unit 304 Promote children and young people's positive behaviour

### Notes for guidance

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

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

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

**Challenging behaviour:** may involve;

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

## Unit 305

# Develop professional relationships with children, young people and adults

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

STL20 Develop and promote positive relationships (CCLD 301)

Introductory training materials:

Promoting positive behaviour

### Support of the unit by a sector or other appropriate body

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

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

## Assessment Criteria

### **Outcome 1      Develop professional relationships with children and young people**

The learner can:

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

### **Outcome 2      Communicate with children and young people**

The learner can:

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

### **Outcome 3      Develop professional relationships with adults**

The learner can:

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

## **Outcome 4 Support children and young people in developing relationships**

The learner can:

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

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

The learner can:

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

## Unit 305

# Develop professional relationships with children, young people and adults

## Notes for guidance

### **Forms of communication:** eg;

- spoken language
- play
- body language
- sign language

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

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

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

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

## Unit 306

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

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

STL18 Support pupils' learning activities

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

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

STL35 Support bilingual/multilingual pupils

STL36 Provide bilingual/multilingual support for teaching and learning

Introductory training materials:

Inclusion modules

### Support of the unit by a sector or other appropriate body

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

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

## Assessment Criteria

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

The learner can:

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

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

The learner can:

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

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

The learner can:

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

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

Notes for guidance

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

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

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

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

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

**Unit aim**

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

**Learning outcomes**

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

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

**Guided learning hours**

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

**Details of the relationship between the unit and relevant national standards**

STL30 Contribute to assessment for learning

**Support of the unit by a sector or other appropriate body**

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

## **Unit 307            Support assessment for learning**

### **Assessment Criteria**

#### **Outcome 1    Understand the purpose and characteristics of assessment for learning**

The learner can:

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

#### **Outcome 2    Use assessment strategies to promote learning**

The learner can:

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

#### **Outcome 3    Support learners in reviewing their learning strategies and achievements**

The learner can:

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

## **Outcome 4    Contribute to reviewing assessment for learning**

The learner can:

4.1 Provide feedback to the teacher on:

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

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

## Unit 307 Support assessment for learning

### Notes for guidance

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

**Information required:** to support assessment for learning;

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

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

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

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

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

**Unit aim**

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

**Learning outcomes**

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

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

**Guided learning hours**

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

**Details of the relationship between the unit and relevant national standards**

STL18 Support pupils' learning activities

STL8 Use information and communication technology to support pupils' learning

**Support of the unit by a sector or other appropriate body**

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

## Unit 308 Supervise whole class learning activities

### Assessment Criteria

#### Outcome 1 Prepare for supervising whole class learning activities

The learner can:

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

#### Outcome 2 Supervise whole class learning activities

The learner can:

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

#### Outcome 3 Support learners in completing work set for them

The learner can:

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

#### Outcome 4 Conclude whole class learning activities

The learner can:

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

## **Unit 308          Supervise whole class learning activities**

### Notes for guidance

**Learning resources** to support learning activities including:

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

**Specific instructions** relating to for example:

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

**Problems** may relate to:

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

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

### Unit aim

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

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

STL17 Invigilate tests and examinations

### Support of the unit by a sector or other appropriate body

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

## Unit 309      Invigilate tests and examinations

### Assessment Criteria

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

The learner can:

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

#### **Outcome 2      Prepare for tests and examinations**

The learner can:

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

#### **Outcome 3      Prepare candidates for tests and examinations**

The learner can:

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

## **Outcome 4 Implement invigilation requirements**

The learner can:

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

## **Outcome 5 End tests and examinations**

The learner can:

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

## Unit 309            Invigilate tests and examinations

### Notes for guidance

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

**Setting up an examination room:** includes;

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

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

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

## Unit 310

# Plan and deliver learning activities under the direction of a teacher

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

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

### Support of the unit by a sector or other appropriate body

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

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

## Assessment Criteria

### **Outcome 1    Plan learning activities under the direction of the teacher**

The learner can:

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

### **Outcome 2    Deliver learning activities**

The learner can:

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

### **Outcome 3    Monitor and assess learning outcomes**

The learner can:

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

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

Notes for guidance

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

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

STL25 Support literacy development

Introductory training materials for teaching assistants:

Literacy

### Support of the unit by a sector or other appropriate body

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

# Unit 311 Support literacy development

## Assessment Criteria

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

The learner can:

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

### **Outcome 2 Support learners in developing reading and writing skills**

The learner can:

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

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

The learner can:

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

# Unit 311 Support literacy development

## Notes for guidance

**Literacy development:** covers the interrelated skills of;

- reading
- writing
- speaking/talking and listening

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

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

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

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

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

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

STL26 Support numeracy development

Introductory materials for teaching assistants:

Mathematics

### Support of the unit by a sector or other appropriate body

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

## Unit 312 Support numeracy development

### Assessment Criteria

#### **Outcome 1 Understand current national and organisational frameworks for mathematics**

The learner can:

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

#### **Outcome 2 Support learners in developing numeracy skills**

The learner can:

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

#### **Outcome 3 Support learners in using and applying mathematics**

The learner can:

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

## Unit 312 Support numeracy development

### Notes for guidance

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

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

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

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

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

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

## Unit 313

## Support teaching and learning in a curriculum area

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

STL28 Support teaching and learning in a subject area

### Support of the unit by a sector or other appropriate body

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

# Unit 313      Support teaching and learning in a curriculum area

## Assessment Criteria

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

The learner can:

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

### **Outcome 2      Develop own subject knowledge**

The learner can:

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

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

The learner can:

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

## **Unit 313            Support teaching and learning in a curriculum area**

### Notes for guidance

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

**Opportunities to improve own subject knowledge and skills:** eg;

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

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

**Unit aim**

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

**Learning outcomes**

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

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

**Guided learning hours**

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

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

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

# Unit 314      Support delivery of the 14 to 19 curriculum

## Assessment Criteria

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

The learner can:

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

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

The learner can:

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

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

The learner can:

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

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

### Notes for guidance

#### **Areas of life include:**

- work
- social
- personal
- home
- education

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

## Unit 315

## Provide literacy and numeracy support

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

### Unit aim

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

### Learning outcomes

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

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

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

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

### Support of the unit by a sector or other appropriate body

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

## Unit 315 Provide literacy and numeracy support

### Assessment Criteria

#### **Outcome 1 Identify pupils' needs for literacy and numeracy support**

The learner can:

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

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

The learner can:

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

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

The learner can:

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

## Unit 315 Provide literacy and numeracy support

### Notes for guidance

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

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

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

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

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

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

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

**Level:** 3  
**Credit value:** 4  
**UAN:** R/601/7723

### Unit aim

This unit provides the knowledge, understanding and skills to support gifted and talented learners. It requires demonstration of competence in supporting planning and delivery of learning programmes and activities to meet the personalised learning needs of learners. It also involves supporting learners to evaluate their learning strategies and achievements and plan future learning, and signposting learners to other opportunities for developing their particular gifts or talents.

### Learning outcomes

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

1. Understand the needs of gifted and talented learners
2. Contribute to planning learning programmes for gifted and talented learners
3. Support learning activities for gifted and talented learners

### Guided learning hours

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

### Details of the relationship between the unit and relevant national standards

STL34 Support gifted and talented pupils

### Support of the unit by a sector or other appropriate body

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

# Unit 316 Support gifted and talented learners

## Assessment Criteria

### Outcome 1 Understand the needs of gifted and talented learners

The learner can:

- 1.1 Explain the particular gifts or talents of learners in the setting
- 1.2 Analyse the additional learning needs of **gifted** and **talented learners** in the setting
- 1.3 Identify sources of support for gifted and talented pupils:
  - a) within the setting
  - b) outside of the setting

### Outcome 2 Contribute to planning learning programmes for gifted and talented learners

The learner can:

- 2.1 Use knowledge of the learners and curriculum to contribute to planning learning programmes to meet the personalised learning needs of gifted and talented learners
- 2.2 Work with **others** to identify **acceleration**, **extension** and **enrichment** activities to meet the needs of gifted and talented learners in the setting
- 2.3 Develop learning activities based on the planned learning objectives to:
  - a) add breadth and depth
  - b) accelerate the pace of learning
  - c) develop higher order learning skills
  - d) promote independent learning
  - e) support reflection and self-evaluation
  - f) maintain learners' motivation and interest
- 2.4 Select and prepare **learning resources** relevant to:
  - a) the learners' needs, interests and abilities
  - b) the enriched teaching and learning objectives

### Outcome 3 Support learning activities for gifted and talented learners

The learner can:

- 3.1 Demonstrate a range of **strategies for ensuring the active participation of gifted and talented learners** in learning activities
- 3.2 Work in partnership with learners to support the learning process
- 3.3 Support learners in evaluating the extent to which the learning activities enabled them to meet their learning objectives
- 3.4 Support learners to evaluate their learning strategies and achievements and plan future learning
- 3.5 Provide information to learners about **other opportunities for developing their particular gifts or talents**

## Unit 316 Support gifted and talented learners

### Notes for guidance

**Gifted learners:** learners who have exceptional academic abilities

**Talented learners:** learners who have exceptional abilities in art and design, music, PE or in sports or performing arts such as dance and drama

**Others:** people within and outside the setting who can help in identifying gifted and talented learners and acceleration, extension and enrichment activities appropriate to their needs and abilities, eg:

- learners and their families
- subject specialists in the setting
- subject specialists from the next stage of education eg. secondary or FE/HE
- local business people
- undergraduate and postgraduate students

**Acceleration:** is provided by extending the 'pitch' of learning objectives to those expected of older learners or introducing objectives from later years.

**Extension:** involves working in greater depth, with increasing complexity, subtlety or abstraction.

**Enrichment:** is about applying skills and understanding to a wider range of problems, including unfamiliar contexts, and bringing together different strands of the subject or curriculum area.

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

**Strategies for ensuring the active participation of gifted and talented learners in learning activities,** eg:

- providing information, guidance and support
- using challenging questions to extend learners' thinking and engagement with the learning process
- providing opportunities for learners to negotiate learning objectives
- encouraging learners to make decisions about the methods they will use to achieve learning objectives
- encouraging learners to collaborate in achieving learning objectives
- encouraging learners to reflect on what they have achieved and what they could do next

**Other opportunities for developing particular gifts or talents:** eg;

- extra-curricular activities provided by the setting
- community-based activities
- local, regional and national clubs and interest groups

**Level:** 3  
**Credit value:** 4  
**UAN:** Y/601/7724

### Unit aim

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

### Learning outcomes

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

1. Interact with bilingual learners
2. Support bilingual learners to develop skills in the target language
3. Support bilingual learners to access the curriculum

### Guided learning hours

It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

STL35 Support bilingual/ multilingual pupils

Introductory training materials for teaching assistants:

Inclusion

### Support of the unit by a sector or other appropriate body

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

# Unit 317 Support bilingual learners

## Assessment Criteria

### Outcome 1 Interact with bilingual learners

The learner can:

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

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

The learner can:

- 2.1 Summarise the organisation's policy and procedures for supporting bilingual learners
- 2.2 Summarise theories of first language acquisition and additional language acquisition and learning
- 2.3 Use knowledge of language acquisition theories and the needs and interests of individual learners to support learning and development of the target language
- 2.4 Demonstrate ways of introducing learners to new words and language structures to extend their vocabulary and structural command of the target language

### Outcome 3 Support bilingual learners to access the curriculum

The learner can:

- 3.1 Develop learning resources to meet the needs of bilingual learners
- 3.2 Demonstrate **teaching, learning and assessment methods** to support the learning and language development of individual learners
- 3.3 Deal with the challenges of the language demands of learning activities in ways that maintain the learner's confidence and self-esteem
- 3.4 Encourage learners to become increasingly independent in their learning
- 3.5 Provide feedback to the teacher on the learner's participation and progress in relation to:
  - a) the learning activities
  - b) language development
  - c) subject knowledge, understanding and skills

## Unit 317 Support bilingual learners

### Notes for guidance

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

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

**Teaching, learning and assessment methods:** to support the learning and language development of bilingual learners eg;

- allowing time for learners to adjust and become familiar with the structure and pace of lessons
- ensuring learning objectives are explained clearly through visual supports
- introducing, explaining and illustrating key vocabulary related to subject content
- providing key visuals and displays that illustrate the process of tasks and the steps to take
- scaffolding writing tasks
- scaffolding oracy
- modelling oral and written language to support acquisition
- using ICT programs to support language skills and to reinforce learning
- integrating speaking, listening, reading and writing in the target language
- reinforcing language learning and understanding through repetition, highlighting vocabulary learnt, summarising and recording what has been learnt and creating opportunities to revisit key concepts through questioning
- encouraging learner responses and promoting interaction using different forms of questioning
- using culturally accessible learning materials
- differentiating learning tasks including homework
- using peer support to promote thinking and talking in first languages to support understanding

## Unit 318

# Provide bilingual support for teaching and learning

**Level:** 3  
**Credit value:** 6  
**UAN:** D/601/7725

### Unit aim

This unit provides the knowledge and skills needed to provide bilingual support for learners and their families whose first or dominant language is different to that used to deliver the curriculum. It is suitable for those who provide support for English as an additional language (EAL), or Welsh or Gaeilge as a second language. The unit involves using both the first and target language to support assessment and learning. It also involves supporting communication with families of bilingual learners.

### Learning outcomes

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

1. Contribute to assessment of bilingual learners
2. Provide bilingual support for learners
3. Support communication with families of bilingual learners
4. Contribute to reviews of communication with families of bilingual learners

### Guided learning hours

It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

STL36 Provide bilingual/multilingual support for teaching and learning  
Introductory training materials for teaching assistants:

Inclusion

### Support of the unit by a sector or other appropriate body

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

# Unit 318 Provide bilingual support for teaching and learning

## Assessment Criteria

### Outcome 1 Contribute to assessment of bilingual learners

The learner can:

- 1.1 Carry out an **initial assessment** of **bilingual learners**, under the direction of a teacher, using learners' preferred language
- 1.2 Work with **relevant people** to assess the experience, capabilities and learning style of bilingual learners in relation to the planned learning programme
- 1.3 Explain why a **specialist assessment** may be required and the setting's procedures for arranging this
- 1.4 Provide feedback to learners and relevant people on the outcome of the assessment and the implications for meeting the learning, language development and wellbeing needs of the learner
- 1.5 Provide information and support to relevant people to help them in meeting the learning, language development and wellbeing needs of the learner

### Outcome 2 Provide bilingual support for learners

The learner can:

- 2.1 Use learners' preferred language to introduce and settle them in to the learning environment and routines of the setting
- 2.2 Work with relevant people to identify learning activities that promote **personalised learning** including development of learners' language skills
- 2.3 Select and use **bilingual support strategies** to meet the needs of individual learners
- 2.4 Provide good role models of both the first and **target language** for learners
- 2.5 Use learners' first language to draw on their previous knowledge and experience to support further learning
- 2.6 Maintain and develop learners' first language in learning contexts to enable them to draw effectively on their whole language repertoire for learning

### Outcome 3 Support communication with families of bilingual learners

The learner can:

- 3.1 Interact with **families** of bilingual learners in a way that:
  - a) demonstrates a non-judgemental attitude
  - b) values diversity
  - c) recognises cultural, religious and ethnic differences
  - d) promotes trust
- 3.2 Provide accessible information to families as agreed by the setting
- 3.3 Encourage families to share information about their child to support the setting in providing for his/her wellbeing and education
- 3.4 Accurately record any information provided by families and the communication methods used, and pass this information to the relevant person/people in the setting without delay

## **Outcome 4    Contribute to reviews of communication with families of bilingual learners**

### **Assessment Criteria**

The learner can:

- 4.1 Consult relevant people about the effectiveness of **communication** with families of bilingual learners
- 4.2 Use knowledge of communication with families of bilingual learners to contribute to reviews of communication methods
- 4.3 Identify any communication difficulties or issues arising as a result of **communication differences**
- 4.4 Work with relevant people to resolve any communication difficulties or issues

# Unit 318 Provide bilingual support for teaching and learning

## Notes for guidance

**Initial assessment:** provides the necessary information for the careful planning of learning activities needed for newly arrived learners including;

- first language and ethnic background
- fluency in English
- previous educational experience and achievements
- wider needs such as a learner's home situation

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

**Relevant people:** are those with a need and right to provide and receive information about bilingual learners as relevant to the setting eg;

- family members
- teachers responsible for the learner
- ethnic minority achievement coordinator
- bilingual language support teacher
- bilingual teaching assistants
- EAL specialist teacher
- language coordinator
- English/Welsh/Gaeilge language teacher
- relevant local authority advisory or peripatetic staff
- Information sharing must always adhere to the setting's confidentiality policy and child protection procedures.

**Specialist assessment:** an assessment administered and interpreted by an appropriately qualified professional to explore specific needs, often in detail, eg;

- proficiency in the first language
- special educational needs
- health assessment
- care assessment

**Personalised learning:** maintaining a focus on individual progress, in order to maximise the capacity of all children and young people to learn, achieve and participate. This means supporting and challenging each learner to achieve national standards and gain the skills they need to thrive and succeed throughout their lives. 'Personalised learning' is not about individual lesson plans or individualisation, where children are taught separately, largely through a one-to-one approach

**Bilingual support strategies:** eg;

- interpreting oral and written information
- using shared language or appropriate target language to explain information or instructions
- supporting the use of learners' first languages with peers and bilingual staff
- developing bilingual learning resources
- using appropriate bilingual books and materials to support learning
- selecting culturally relevant resources to increase motivation and involvement
- monitoring learners' understanding in ways that do not involve the use of the target language only
- exploiting previously used language to activate prior knowledge and link to learners' experience
- promoting thinking and talking in first languages to support understanding

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

**Families:** includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the wellbeing of individual learners and who may or may not have legal responsibility

**Communication:** includes;

- verbal
- non-verbal
- informal
- formal

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

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

## Unit 319

# Support disabled children and young people and those with special educational needs

**Level:** 3  
**Credit value:** 5  
**UAN:** H/601/7726

### Unit aim

This unit provides the knowledge, understanding and skills to support disabled children and young people and those with special educational needs. It covers understanding the rights and needs of disabled children and young people and those with special educational needs; supporting inclusion and participation; and helping others to respond to the needs of disabled children and young people and those with special educational needs.

### Learning outcomes

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

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

### Guided learning hours

It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

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

Introductory training materials:

Inclusion

### Support of the unit by a sector or other appropriate body

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

# Unit 319 Support disabled children and young people and those with special educational needs

## Assessment Criteria

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

The learner can:

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

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

The learner can:

- 2.1 Explain the relationship between disability and special educational needs
- 2.2 Explain the nature of the particular disabilities and/or special educational needs of children and young people with whom they work
- 2.3 Explain the **special provision** required by children and young people with whom they work
- 2.4 Explain the expected pattern of development for disabled children and young people and those with special educational needs with whom they work

### Outcome 3 Support the inclusion of disabled children and young people and those with special educational needs

The learner can:

- 3.1 **Obtain information** about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs with whom they work
- 3.2 Identify **barriers to participation** for disabled children and young people and those with special educational needs with whom they work
- 3.3 Use knowledge of individual children and young people to remove barriers to participation
- 3.4 Involve and consult children, young people and **others** at each stage of determining the steps that have to be taken to support **participation** and **equality of access**
- 3.5 Demonstrate ways of supporting **inclusion** and inclusive practices in own work with disabled children and young people and those with special educational needs

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

The learner can:

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

## **Outcome 5 Support others to respond to the needs of disabled children and young people and those with special educational needs**

The learner can:

- 5.1 Encourage and support others to participate in observing and identifying the needs, capabilities and interests of disabled children and young people and those with special educational needs
- 5.2 Encourage and support others to participate in activities with disabled children and young people and those with special educational needs
- 5.3 Work in partnership with children, young people and others to review and improve activities and experiences provided for disabled children and young people and those with special educational needs

# Unit 319 Support disabled children and young people and those with special educational needs

## Notes for guidance

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

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

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

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

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

**Barriers to participation:** anything that prevents a child or young person participating fully in activities and experiences offered by the setting or service

**Others:** according to own role eg;

- family members
- colleagues within the setting
- professionals external to the setting

**Participation** involves asking children and young people what works, doesn't work and could work better; and involving them in the design, delivery and evaluation of services, on an ongoing basis.

**Equality of access:** ensuring that discriminatory barriers to access are removed and allowing for children and young peoples' individual needs

**Inclusion:** a process of identifying, understanding and breaking down barriers to participation and belonging.

**Adaptations:** that can be made to support participation of disabled children and young people and those with special educational needs in relation to;

- the environment
- activities
- working practice
- resources

## Unit 320

# Support children and young people with behaviour, emotional and social development needs

**Level:** 3  
**Credit value:** 4  
**UAN:** Y/601/7707

### Unit aim

This unit provides the understanding, knowledge and skills to support children and young people with behaviour, emotional and social development needs. This involves understanding the influences impacting on behaviour, emotional and social development of children and young people and supporting them to develop emotional and social skills, self-reliance and self-esteem. Working with others, including children, young people and other adults, to support behaviour management is also covered by this unit.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand the influences impacting on the behaviour, emotional and social development of children and young people
2. Understand the special educational needs of children and young people with behaviour, emotional and social development needs
3. Support the behaviour management of children and young people with behaviour, emotional and social development needs
4. Support children and young people with behaviour, emotional and social development needs to develop relationships with others
5. Support children and young people with behaviour, emotional and social development needs to develop self-reliance and self-esteem

### Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

STL41 Support pupils with behaviour, emotional and social development needs

### Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

## Unit 320      Support children and young people with behaviour, emotional and social development needs

### Assessment Criteria

#### **Outcome 1      Understand the influences impacting on the behaviour, emotional and social development of children and young people**

The learner can:

- 1.1 Explain how aspects of upbringing, home circumstances, and physical and emotional health of children and young people could affect their ability to relate to others
- 1.2 Explain the impact of any negative or traumatic home experiences of children and young people on their behaviour and emotional responsiveness
- 1.3 Explain how psychological and psychiatric disorders affecting children and young people may impact on the way in which they relate to others
- 1.4 Explain how medication taken by children and young people may impact on their cognitive and physical abilities, behaviour and emotional responsiveness

#### **Outcome 2      Understand the special educational needs of children and young people with behaviour, emotional and social development needs**

The learner can:

- 2.1 Explain the particular behaviour, emotional and social development needs of children and young people in the setting
- 2.2 Summarise the individual plans of **children and young people with behaviour, emotional and social development needs** with whom they work

#### **Outcome 3      Support the behaviour management of children and young people with behaviour, emotional and social development needs**

The learner can:

- 3.1 Work with children, young people and **others** to identify and set behaviour goals and boundaries for children and young people with behaviour, emotional and social development needs
- 3.2 Explain how goals and boundaries support children and young people to develop and consolidate social and emotional skills
- 3.3 Provide support for children, young people and others to understand and apply goals and boundaries
- 3.4 Work collaboratively with others to implement a positive, collegiate approach to the management of disaffection and challenging behaviour in children and young people
- 3.5 Use knowledge of children and young people with behaviour, emotional and social development needs to contribute to the provision of safe and supportive opportunities to establish and sustain community-based rules and develop social interaction
- 3.6 Demonstrate strategies for promoting positive behaviour and managing **inappropriate behaviour** of children and young people with behaviour, emotional and social development needs

## **Outcome 4 Support children and young people with behaviour, emotional and social development needs to develop relationships with others**

The learner can:

- 4.1 Provide opportunities for children and young people with behaviour, emotional and social development needs to establish social contacts and relationships with others
- 4.2 Demonstrate ways of encouraging cooperation between children and young people in ways which are commensurate to their age and stage of development
- 4.3 Interact with children, young people and other adults in ways which provide a positive and consistent example of effective interpersonal relationships
- 4.4 Demonstrate ways of responding to conflict situations and incidents of inappropriate behaviour with due consideration for own safety and that of others
- 4.5 Demonstrate strategies for helping rebuild damaged emotional relationships between:
  - a) children and young people
  - b) children or young people and adults
- 4.6 Demonstrate ways of supporting children and young people to review their social and emotional skills and the impact of these on others and themselves

## **Outcome 5 Support children and young people with behaviour, emotional and social development needs to develop self-reliance and self-esteem**

The learner can:

- 5.1 Demonstrate ways of encouraging and supporting children and young people with behaviour, emotional and social development needs to:
  - a) communicate their feelings, needs and ideas
  - b) make their own decisions
  - c) accept responsibility for their actions
- 5.2 Support children and young people to refocus on personal goals, boundaries and responsibilities following flashpoints where their self-control has been lost
- 5.3 Provide opportunities for children and young people to develop **self-management skills**
- 5.4 Demonstrate strategies for recognising and rewarding achievements and efforts towards self-reliance that are appropriate to children and young people's age, abilities and level of development

## Unit 320 Support children and young people with behaviour, emotional and social development needs

### Notes for guidance

**Children and young people with behaviour, emotional and social development needs:** include those;

- who experience emotional and behavioural difficulties
- who are withdrawn or isolated or display school phobic reactions
- who are disruptive and disturbing, hyperactive and lack concentration
- with immature social skills or personality disorders
- presenting challenging behaviours which may arise from other complex needs

**Others:** according to own role eg;

- family members
- teachers
- other adults in the setting
- professionals external to the setting eg; educational psychologist

**Inappropriate behaviour:** is behaviour which conflicts with the accepted values and beliefs of the setting and society. Inappropriate behaviour may be demonstrated through speech, writing, non-verbal behaviour or physical abuse.

**Self- management skills:**

- personal skills that will help children and young people to organise themselves and manage their behaviour, including:
- exercising choice
- decision making
- problem solving
- self expression
- general life skills

## Unit 321

# Support learners with cognition and learning needs

**Level:** 3  
**Credit value:** 4  
**UAN:** M/601/8121

### Unit aim

This unit provides the understanding, knowledge and skills to support learners with cognition and learning needs. This involves understanding the special educational needs of learners; supporting them during learning activities; and helping them to develop effective learning strategies.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the special educational needs of learners with cognition and learning needs
2. Support learners with cognition and learning needs during learning activities
3. Support learners with cognition and learning needs to develop learning strategies

### Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

STL40 Support pupils with cognition and learning needs

### Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

# Unit 321      Support learners with cognition and learning needs

## Assessment Criteria

### **Outcome 1      Understand the special educational needs of learners with cognition and learning needs**

The learner can:

- 1.1 Explain how cognitive difficulties impact upon the development of language and communication, and vice versa, and how this affects learning
- 1.2 Explain the significant differences between global learning difficulties which can affect all aspects of learning, and specific learning difficulties or language impairment which can exist as an anomaly in the overall pattern of a learner's abilities
- 1.3 Explain the range of cognitive skills necessary for effective learning and the effects of single or multiple disabilities on functions such as perception, memory and information processing
- 1.4 Explain the particular **cognition and learning needs** of learners in the setting and the implications of these for supporting different types of learning activities
- 1.5 Summarise the individual plans of **learners with cognition and learning needs** with whom they work

### **Outcome 2      Support learners with cognition and learning needs during learning activities**

The learner can:

- 2.1 Explain the importance of active learning for learners with cognition and learning difficulties
- 2.2 Select and modify **learning resources** to meet the needs of learners with cognition and learning needs
- 2.3 Demonstrate a range of **strategies for supporting learners with cognition and learning needs to actively participate in learning activities**
- 2.4 Demonstrate ways of modifying learning activities to achieve incremental and lateral progression towards the intended learning outcomes for learners who are making extremely slow progress

### **Outcome 3      Support learners with cognition and learning needs to develop learning strategies**

The learner can:

- 3.1 Demonstrate a range of **strategies for supporting learners with cognition and learning needs to develop learning strategies**
- 3.2 Demonstrate ways of promoting learners' self-esteem, self-confidence and self-help skills
- 3.3 Demonstrate ways of encouraging learners with cognition and learning needs to take responsibility for their own learning
- 3.4 Listen carefully to learners and positively encourage them to communicate their needs and ideas for future learning
- 3.5 Support learners to review their learning strategies and plan how to improve them

# Unit 321 Support learners with cognition and learning needs

## Notes for guidance

**Cognition and learning needs:** needs in relation to the skills required by effective learners, including;

- language, memory and reasoning skills
- sequencing and organisational skills
- an understanding of number
- problem-solving and concept development skills
- fine and gross motor skills

**Learners with cognition and learning needs:** are those who demonstrate features of;

- moderate, severe or profound learning difficulties
- specific learning difficulties, eg. dyslexia, dyspraxia
- autistic spectrum disorder

**Learning resources:** materials, equipment (including ICT), software, books and other written materials (eg. handouts, worksheets), DVDs, etc. that are required to support teaching and learning

**Strategies for supporting learners with cognition and learning needs to actively participate in learning activities:** eg;

- providing levels of individual attention, reassurance and help with learning tasks as appropriate to the learner's needs
- providing support as needed to enable the learner to follow instructions
- giving positive encouragement, feedback and praise to reinforce and sustain the learner's interest and efforts in the learning activities

**Learning activities:** the planned learning tasks and activities for individual learners, groups of learners or the whole class

**Strategies for supporting learners with cognition and learning needs to develop learning strategies:** eg;

- structuring the learning environment to facilitate the development of organisational and memory skills
- sequencing and structuring learning experiences so the learner develops organisational, information-processing and problem-solving skills
- using specific visual, auditory and tactile methods to help the learner understand the functional use of objects and gain information about the environment
- providing information, advice and opportunities for the learner to choose and make decisions about his/her own learning

## Unit 322

## Support learners with communication and interaction needs

**Level:** 3  
**Credit value:** 4  
**UAN:** K/601/8134

### Unit aim

This unit provides the understanding, knowledge and skills to support learners with communication and interaction needs. This involves understanding the special educational needs of learners and demonstrating competence in supporting them during learning activities and interactions with others.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the special educational needs of learners with communication and interaction needs
2. Support learners with communication and interaction needs to maximise learning
3. Support learners with communication and interaction needs to develop relationships with others

### Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

STL39 Support pupils with communication and interaction needs

### Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

# Unit 322 Support learners with communication and interaction needs

## Assessment Criteria

### Outcome 1 Understand the special educational needs of learners with communication and interaction needs

The learner can:

- 1.1 Explain the communication impairments and disorders of learners in the setting and the implications for language and communication development, social interaction and learning
- 1.2 Explain the differences between normal patterns of communication and the specific or more unusual patterns of communication demonstrated by learners with significant developmental delay, impairment or those having some form of communication or language disorder
- 1.3 Explain the interaction between delayed language acquisition, cognitive development and sensory deficit
- 1.4 Explain the specific language, communication and interaction needs of learners in the setting
- 1.5 Summarise the individual plans of **learners with communication and interaction needs** with whom they work

### Outcome 2 Support learners with communication and interaction needs to maximise learning

The learner can:

- 2.1 Demonstrate ways of supporting learners with communication and interaction needs to actively participate in learning tasks and activities
- 2.2 Select and use the most appropriate **mode of communication** to reinforce spoken language
- 2.3 Support learners to make effective use of **augmented and alternative means of communication** as appropriate to their needs
- 2.4 Demonstrate ways of supporting learners' efforts to participate in learning tasks and activities
- 2.5 Demonstrate ways of promoting learners' self-esteem and independence

### Outcome 3 Support learners with communication and interaction needs to develop relationships with others

The learner can:

- 3.1 Provide opportunities for learners with communication and interaction needs to initiate, respond to and maintain relationships with **others**
- 3.2 Demonstrate ways of supporting learners to:
  - a) contribute to conversations and discussions with others
  - b) respond constructively to other people's contributions to conversations and discussions
- 3.3 Provide encouragement and support to enable others to respond positively to learners with communication and interaction needs
- 3.4 Respond to learners' level of expressive and receptive language to reinforce spoken language and promote autonomy

## Unit 322 Support learners with communication and interaction needs

### Notes for guidance

#### **Learners with communication and interaction needs:**

- learners with severe and/or complex special educational needs arising from one or more of the following:
- speech and language delay, impairments or disorders
- specific learning difficulties, eg. dyslexia, dyspraxia
- autistic spectrum disorder
- permanent sensory or physical impairment including deafblindness, deafness and visual impairment
- moderate, severe or profound learning difficulties affecting their ability to communicate and interact with others

#### **Mode of communication to reinforce spoken language:** eg;

- visual
- auditory
- tactile
- signing

**Augmented and alternative means of communication;** are the systems and equipment used by learners with sensory or physical impairment to enable them to communicate with others and take part in learning activities, eg:

- Total Communication approaches and the associated use of a range of sign communication systems, including signed English and British sign language
- Braille
- equipment to enhance hearing, vision or speech, eg. ICT equipment, auditory and visual aids, audiological and amplification equipment, low-vision devices, speech synthesisers

**Others:** with whom learners interact in the setting eg;

- peers
- class teacher
- subject teachers
- support staff
- parent helpers
- professionals from outside of the setting eg. speech and language therapist

## Unit 323

## Support learners with sensory and/or physical needs

**Level:** 3  
**Credit value:** 4  
**UAN:** M/601/8135

### Unit aim

This unit provides the understanding, knowledge and skills to support learners with sensory and/or physical needs. This involves understanding the rights and needs of learners, including their special educational needs, and demonstrating competence in supporting learners to participate in learning activities. It also requires competence in implementing structured programmes to address the particular needs of learners eg independence programmes or speech and language therapy.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the rights and needs of children and young people with physical, motor and/or sensory disabilities
2. Understand the special educational needs of learners with sensory and/or physical needs
3. Support learners with sensory and/or physical needs to maximise learning
4. Implement structured learning programmes for children and young people with sensory and/or physical needs

### Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

STL42 Support pupils with sensory and/or physical needs

### Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

## Unit 323      Support learners with sensory and/or physical needs

### Assessment Criteria

#### **Outcome 1      Understand the rights and needs of children and young people with physical, motor and/or sensory disabilities**

The learner can:

- 1.1 Explain the effect of a primary disability on children and young people's social, emotional and physical development
- 1.2 Explain the effect of:
  - a) long-standing or progressive conditions
  - b) chronic illness, pain and fatigueon the emotions, learning, behaviour and quality of life of children and young people
- 1.3 Explain how medication taken by children and young people may impact on their cognitive and physical abilities, behaviour and emotional responsiveness

#### **Outcome 2      Understand the special educational needs of learners with sensory and/or physical needs**

The learner can:

- 2.1 Explain the nature and level of sensory and/or physical needs of learners in the setting
- 2.2 Summarise the individual plans of **learners with sensory and/or physical needs** with whom they work
- 2.3 Explain the roles and responsibilities of **others** who contribute to the support of learners with sensory and/or physical needs
- 2.4 Explain the sorts of **specialist equipment** and technology used by learners with whom they work and how it helps overcome or reduce the impact of sensory or physical impairment
- 2.5 Explain the importance of making optimal use of learners' residual sensory and physical functions

#### **Outcome 3      Support learners with sensory and/or physical needs to maximise learning**

The learner can:

- 3.1 Adapt the layout of the learning environment and the equipment used to enable learners with sensory and/or physical needs to access and maximise learning opportunities
- 3.2 Select, develop and use **teaching and learning materials** in the appropriate medium as required by learners with sensory and/or physical needs
- 3.3 Demonstrate ways of supporting learners with sensory and/or physical needs to actively participate in learning activities as appropriate to their level of development, physical abilities and any medical conditions
- 3.4 Demonstrate ways of using and helping learners to use any specialist equipment to maintain their comfort and maximise participation in learning activities
- 3.5 Demonstrate ways of promoting learners' self-esteem and independence

## **Outcome 4    Implement structured learning programmes for children and young people with sensory and/or physical needs**

The learner can:

4.1 Use knowledge of individual children and young people to contribute to planning **structured learning programmes**

4.2 Work with children, young people and others to plan delivery of structured learning programmes to:

- a) minimise distractions
- b) minimise disruptions to normal routines and schedules
- c) take place at a time when children and young people are most receptive and will receive maximum benefit

4.3 Explain the importance of being responsive and flexible in implementing structured activities for learners with sensory and/or physical needs

4.4 Implement structured activities as agreed with children, young people and others to meet the needs of learners with sensory and/or physical needs

## Unit 323 Support learners with sensory and/or physical needs

### Notes for guidance

**Learners with sensory and/or physical needs:** learners who demonstrate degrees of hearing, visual and/or physical impairment

**Others:** who may contribute to supporting learners with sensory and/or physical needs eg:

- lead professional
- family members
- teachers responsible for the learner
- specialist teachers within the setting or part of local support services
- Special Educational Needs Coordinator
- health professionals
- allied health professionals eg therapists

**Specialist equipment:**

- equipment and learning aids which may be required by learners with sensory and/or physical needs, eg:
- auditory aids
- visual aids
- mobility aids
- Braille machines
- information and communication technology (ICT) hardware and software

**Teaching and learning materials:** the materials suitable for learners with sensory, multi-sensory or physical disabilities, eg:

- tactile diagrams
- Braille
- subtitled video or DVD material
- ICT hardware and software

**Structured learning programmes:** individual learning programmes to address the additional needs of learners with sensory and/or physical needs, eg. physiotherapy, mobility, speech and language therapy, occupational therapy and independence programmes

## Unit 324

# Support children and young people during transitions in their lives

**Level:** 3  
**Credit value:** 4  
**UAN:** D/601/8325

### Unit aim

This unit covers the knowledge, understanding and skills to support children and young people through transitions in their lives. It requires competence in recognising and responding to signs and indications of transitions and supporting them to manage transitions and reach positive outcomes. Integrated working to support children and young people through transitions is an important aspect of this unit.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the range and impact of transitions that children and young people may experience
2. Recognise and respond to transitions in children and young people's lives
3. Work with others to plan integrated support for children and young people going through transitions
4. Support children and young people to manage transitions in their lives

### Guided learning hours

It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

STL49 Support children and young people during transitions in their lives  
Common core of skills and knowledge for the children's workforce

### Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

# Unit 324      Support children and young people during transitions in their lives

## Assessment Criteria

### **Outcome 1      Understand the range and impact of transitions that children and young people may experience**

The learner can:

- 1.1 Explain the different **types of transitions** that children and young people may experience
- 1.2 Explain patterns of transition from childhood to adulthood
- 1.3 Explain how different types of transitions may affect a child or young person
- 1.4 Explain how a child or young person's approach to transitions may be affected by their:
  - a) culture
  - b) religion
  - c) personal beliefs
  - d) gender
  - e) stage of development
  - f) previous experiences
- 1.5 Explain how transitions may affect children and young people most at risk of exclusion or underachievement
- 1.6 Explain why children and young people with disabilities or special educational needs may need additional support to manage transitions

### **Outcome 2      Recognise and respond to transitions in children and young people's lives**

The learner can:

- 2.1 Explain with examples the signs and indications that a child or young person is experiencing a transition in their life
- 2.2 Provide opportunities for children and young people to explore and discuss significant events and experiences that may impact on them
- 2.3 Identify signs of concern or distress in children or young people which may relate to a transitional experience
- 2.4 Recognise and take account of any signs of change in the attitude and behaviour of individual children or young people
- 2.5 Share information and concerns about children or young people with the appropriate person or agency according to the procedures of the setting

### **Outcome 3 Work with others to plan integrated support for children and young people going through transitions**

The learner can:

- 3.1 Explain the **support** available for children and young people going through transitions
- 3.2 Explain the legal frameworks, organisational procedures, and **referral routes** to ensure **integrated working** for children and young people going through transition
- 3.3 Use knowledge of individual children and young people to contribute to planning how to support them in managing transition
- 3.4 Comply with legal, organisational and ethical requirements relating to the exchange of information
- 3.5 Demonstrate respect for the role and expertise of other professionals in planning support for children and young people going through transitions

### **Outcome 4 Support children and young people to manage transitions in their lives**

The learner can:

- 4.1 Work within the boundaries and protocols that govern own role in supporting children or young people through transitions
- 4.2 Demonstrate ways of **supporting children and young people to manage transitions** in their lives
- 4.3 Provide support in a timely way to help children and young people to manage transitions and reach positive outcomes
- 4.4 Support children and young people to recognise and build on their strengths to manage change positively
- 4.5 Provide opportunities for children and young people to discuss the effects and results of transition
- 4.6 Explain when and how to refer children and young people to others within the setting or in other agencies should further support be necessary

# Unit 324 Support children and young people during transitions in their lives

## Notes for guidance

**Transition:** refers to any significant stage or experience in the life of a child or young person that can affect behaviour and/or development. Transitions include those that are common to all children and young people, such as moving school and puberty, and those that are particular only to some, such as bereavement.

**Types of transitions:** including;

- emotional, affected by personal experiences, eg. bereavement
- physical, eg. moving to a new educational establishment, a new home/locality
- intellectual, eg. moving from pre school to primary, or primary to secondary school
- physiological, eg. puberty, long-term medical conditions

**Support** available for children and young people going through transitions:

- within the setting
- from other agencies

**Referral routes:**

- within the setting
- to other agencies

**Integrated working:** involves everyone supporting children, young people and families working together effectively to put them at the centre, meet their needs and improve their lives.

**Supporting children and young people to manage transitions:** in their lives eg;

- encouraging children and young people to ask questions about transitions in their lives
- listening actively to what children and young people are saying about transitions in their lives
- communicating simple, reassuring messages about key transitions
- responding constructively to children and young people's concerns about transitions in their lives
- explaining situations fully and accurately, setting out what is happening and, if possible and appropriate, the reasons for the changes
- working with children and young people to explore possible actions to deal with new and challenging situations
- involving children and young people in making decisions
- summarising and confirming key points in discussions with children and young people

## Unit 325

## Lead an extra-curricular activity

**Level:** 3  
**Credit value:** 3  
**UAN:** A/601/8333

### Unit aim

This unit assesses competence in leading an extra-curricular activity such as a club, recreational activity, sports team or performing arts activity, under the direction of the school but with limited supervision.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand the aims and requirements of the extra-curricular activity
2. Prepare for leading an extra-curricular activity
3. Prepare children and young people for an extra-curricular activity
4. Lead an extra-curricular activity
5. Review and improve extra-curricular activities

### Guided learning hours

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

STL53 Lead an extra-curricular activity

### Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

## Unit 325      Lead an extra-curricular activity

### Assessment Criteria

#### **Outcome 1      Understand the aims and requirements of the extra-curricular activity**

The learner can:

- 1.1 Explain the aims and content of the **extra-curricular activity**
- 1.2 Explain the values or codes of practice relevant to the activity
- 1.3 Explain the **requirements for health and safety** that are relevant to the activity

#### **Outcome 2      Prepare for leading an extra-curricular activity**

The learner can:

- 2.1 Select equipment and resources for the extracurricular activity
- 2.2 Prepare equipment and resources for the activity
- 2.3 Prepare the environment for the safe conduct of the activity
- 2.4 Dress appropriately for the planned activity

#### **Outcome 3      Prepare children and young people for an extra-curricular activity**

The learner can:

- 3.1 Interact with children and young people in a way that makes them feel welcome and at ease
- 3.2 Comply with organisational procedures for:
  - a) checking the children and young people present
  - b) making sure children and young people's dress and equipment are safe and appropriate
- 3.3 Provide children and young people with **information** about the activity
- 3.4 Find out if the children and young people have any relevant experience and/or skills
- 3.5 Use skills and techniques for ensuring the children and young people:
  - a) understand the activity and what they will be doing
  - b) are **mentally and physically prepared** for the planned activity
  - c) are motivated to take part without putting undue pressure on them

#### **Outcome 4      Lead an extra-curricular activity**

The learner can:

- 4.1 Develop the activity at a pace suited to the children and young people and in a way that meets its aims
- 4.2 Give the children and young people clear and supportive feedback at appropriate points
- 4.3 Provide the children and young people with additional explanations and demonstrations when necessary
- 4.4 Encourage the children and young people to say how they feel about the activity and respond to their feelings appropriately
- 4.5 Vary the activity to meet new needs and opportunities
- 4.6 Prepare children and young people to finish their activities

## **Outcome 5    Review and Improve extra-curricular activities**

The learner can:

- 5.1 Work with children and young people to review the activity
- 5.2 Support the children and young people to identify what learning they can transfer to areas of their school curriculum and other areas of their life
- 5.3 Use feedback from the children and young people to reflect on and improve own contribution to extra-curricular activities

## Unit 325            Lead an extra-curricular activity

### Notes for guidance

**Extra-curricular activities:** are activities that are held outside of normal school hours that can benefit the development of children and young people eg:

- study support
- play and recreation
- fitness classes
- drama
- sport
- music
- arts, crafts and other special interest clubs
- volunteering and business and enterprise activities
- Duke of Edinburgh Award scheme

**Requirements for health and safety:** eg;

- the health and safety policies and procedures of the setting
- Duty of Care
- the Health and Safety at Work Act
- requirements for activities in the scope of the national governing bodies for sports

**Information:** about the activity eg;

- aims and content of the session
- how long the session will last
- details of any future sessions
- any health and safety issues
- rules for behaviour
- skills and techniques
- use of equipment

**Mentally and physically prepared:** Participants being able to undertake the activity without unnecessary physical or emotional stress or risk of injury

## Unit 326

## Maintain learner records

**Level:** 3  
**Credit value:** 3  
**UAN:** Y/601/8338

### Unit aim

This unit provides the knowledge, understanding and skills needed to maintain learner records. It requires demonstration of competence in collecting and inputting data, maintaining the safety and security of records and sharing information with those authorised to receive it.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the organisational policy and procedures for maintaining learner records
2. Maintain learner records
3. Maintain the safety and security of learner records
4. Share information with those authorised to receive it

### Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

STL55 Contribute to maintaining pupil records

### Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

## Unit 326      Maintain learner records

### Assessment Criteria

#### **Outcome 1      Understand the organisational policy and procedures for maintaining learner records**

The learner can:

- 1.1 Explain the organisational **policy** for maintaining **learner records**
- 1.2 Explain own **role** in maintaining learner records and how this relates to the roles of others in the setting
- 1.3 Explain with examples the difference between different **types of information**
- 1.4 Explain the importance of:
  - a) updating records on a regular basis
  - b) checking the validity and reliability of information
- 1.5 Describe with examples the sorts of information which may indicate **potential problems** with individual learners and what action to take in response to these

#### **Outcome 2      Maintain learner records**

The learner can:

- 2.1 Obtain the information needed to update learner records from valid and reliable sources
- 2.2 Check information for completeness, relevance and validity
- 2.3 Raise any **concerns** about the information with the **relevant people**
- 2.4 Update learner records at agreed time intervals
- 2.5 Ensure that learner records are accurate, complete and up-to-date
- 2.6 Maintain confidentiality according to organisational and legal requirements

#### **Outcome 3      Maintain the safety and security of learner records**

The learner can:

- 3.1 **Return learner records** promptly to the correct place after use
- 3.2 Comply with organisational procedures for storage and security of learner records
- 3.3 Report actual or potential breaches to the security of learner records to the appropriate person

#### **Outcome 4      Share information with those authorised to receive it**

The learner can:

- 4.1 Explain the importance of information sharing, how it can help and the dangers of not doing so
- 4.2 Explain how the Data Protection Act can be a tool to enable and encourage information sharing
- 4.3 Assess the relevance and **status of information**
- 4.4 Comply with legal and organisational requirements for information sharing

## Unit 326 Maintain learner records

### Notes for guidance

This unit must be assessed in accordance with the TDA assessment principles.

Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 4.3 and 4.4 must be assessed in the workplace.

**Policy** for maintaining learner records, including:

- what information is recorded
- the frequency of updating needed for different types of record
- confidentiality requirements
- data protection
- information sharing
- storage and security of learner records
- how long records are kept
- what records are transferred and to whom
- how records are transferred or disposed of

**Learner records:** the information about learners that is recorded and stored by the setting, such as:

- activity records eg. in relation to programmes of study, schemes of work, assignments
- assessment records
- learner progress records and reports
- off-site activities eg. educational visits, work experience
- registers eg. for attendance, school meals

Learner records may be paper-based or electronic.

**Roles** of others in relation to learner records eg:

- those who provide data or information to be included in learner records
- those who contribute to maintaining learner records
- those who use information stored in learner records

**Types of information** eg:

- confidential
- personal data
- sensitive personal data

**Potential problems** with individual learners in relation to eg:

- progress made
- health and wellbeing
- child protection
- attendance

**Concerns** relating to eg:

- the validity of information
- the reliability of information
- the sufficiency of information
- the wider implications of the information (eg. attendance patterns, child protection concerns)

**Relevant people** eg:

- teachers
- head of subject/year group
- special educational needs coordinator
- programme coordinator
- senior management
- designated person for child protection
- Education Welfare Officer
- office staff

**Return learner records** to the correct place after use includes using the correct filing protocols for electronic records

**Status of information** eg:

- whether it is observation or opinion
- where an individual is at risk of harm
- where there is a legal obligation to disclose
- where consent for sharing information has been given
- where consent for sharing information is not required

## Unit 327

## Monitor and maintain curriculum resources

**Level:** 3  
**Credit value:** 3  
**UAN:** D/601/8342

### Unit aim

This unit provides the knowledge, understanding and skills to monitor and maintain curriculum resources. It requires competence in establishing resource requirements, maintaining supplies of resources, monitoring and maintaining stock, and preparing and issuing resources.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. Understand the organisational policy and procedures for maintaining curriculum resources
2. Establish requirements for curriculum resources
3. Maintain supplies of curriculum resources
4. Monitor stocks of curriculum resources
5. Maintain curriculum resources
6. Prepare and issue curriculum resources

### Guided learning hours

It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

STL56 Monitor and maintain curriculum resources

### Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

## Unit 327      Monitor and maintain curriculum resources

### Assessment Criteria

#### **Outcome 1      Understand the organisational policy and procedures for maintaining curriculum resources**

The learner can:

- 1.1 Explain the organisational **policy and procedures** for maintaining **curriculum resources**
- 1.2 Explain where to get information and advice about:
  - a) curriculum resources appropriate to the needs of learners in the setting
  - b) use of curriculum resources
  - c) suppliers
  - d) maintenance of curriculum resources
- 1.3 Explain the importance of meeting agreed timescales and budget for the supply of curriculum resources

#### **Outcome 2      Establish requirements for curriculum resources**

The learner can:

- 2.1 Explain how resources in own area of responsibility are used to support teaching and learning
- 2.2 Liaise with teachers regarding their lesson plans and anticipated resource needs
- 2.3 Establish requirements for the range and quantity of curriculum resources needed to support curriculum delivery in own area of responsibility
- 2.4 Identify any **specific requirements** in relation to the resources required
- 2.5 Monitor the demand for and use of resources to identify areas for improving quality, supply and suitability

#### **Outcome 3      Maintain supplies of curriculum resources**

The learner can:

- 3.1 Evaluate a range of possible resources and suppliers to meet future requirements for curriculum resources
- 3.2 Identify the resources that provide best value in terms of suitability, cost and organisational requirements
- 3.3 Demonstrate ways to ensure that resources meet the specific requirements of **users**
- 3.4 Comply with organisational procedures for:
  - a) a) obtaining authorisation to purchase resources
  - b) b) ordering materials and equipment
  - c) c) maintaining records of orders and deliveries
- 3.5 Track orders and deliveries of materials and equipment
- 3.6 Take appropriate action in response to any **delivery problems**

## **Outcome 4 Monitor stocks of curriculum resources**

The learner can:

- 4.1 Demonstrate ways of storing stock safely and securely, ensuring effective stock rotation where appropriate
- 4.2 Carry out regular stock checks to monitor and maintain the availability of resources
- 4.3 Maintain a complete and accurate inventory of resources in own area of responsibility
- 4.4 Demonstrate ways of keeping **relevant people** informed of stock availability

## **Outcome 5 Maintain curriculum resources**

The learner can:

- 5.1 Carry out regular inspections of resources in line with legal, regulatory and organisational requirements
- 5.2 Carry out routine cleaning and maintenance of resources in accordance with organisational requirements and manufacturers' instructions where applicable
- 5.3 Inform relevant people when there is a problem with maintaining resources
- 5.4 Dispose of waste and redundant resources safely, making maximum use of opportunities for recycling materials and equipment
- 5.5 Work safely at all times, complying with health, safety and environmental regulations and guidelines

## **Outcome 6 Prepare and issue curriculum resources**

The learner can:

- 6.1 Prepare resources for use as requested by relevant people
- 6.2 Demonstrate ways of ensuring users are aware of relevant health and safety guidance when issuing resources
- 6.3 Maintain accurate records of resources issued

## Unit 327 Monitor and maintain curriculum resources

### Notes for guidance

This unit must be assessed in accordance with the TDA assessment principles.

Assessment criteria 2.2, 2.3, 2.4, 2.5, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2 and 6.3 must be assessed in the workplace.

**Policy and procedures** for maintaining curriculum resources including:

- storage and security of curriculum resources
- authorising purchases of curriculum resources
- ordering materials and equipment
- stock control
- managing materials with a limited shelf-life
- health and safety
- requirements for handling and storage of hazardous materials and/or equipment
- recycling and sustainable development
- waste disposal

**Curriculum resources:** materials, equipment (including ICT), software, books and other written materials, DVDs, etc, that are required to support teaching and learning in a subject/curriculum area.

**Specific requirements:** particular requirements in relation to curriculum resources, such as:

- quality
- timescale
- special features
- cost
- linguistic demand
- cultural focus

**Users:** the people who will use the materials to support learning, including teachers, support staff and learners.

**Delivery problems** eg:

- non-receipt of orders
- late delivery of orders
- damaged items
- missing items
- incorrect items

**Relevant people:** those who use or manage curriculum resources including teachers, heads of departments, subject leaders, senior managers, bursar and other support staff.

**Level:** 3  
**Credit value:** 2  
**UAN:** H/601/8342

### Unit aim

This unit provides the knowledge, understanding and skills to organise travel for children and young people, eg for home-to-school travel, educational visits, field studies or sports fixtures. It requires demonstration of competence in making travel arrangements relevant to the journey and the needs of the participants.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Understand the policy and procedures for organising children and young people's travel outside of the setting
2. Make travel arrangements

### Guided learning hours

It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

STL58 Organise and supervise travel (SkillsActive B228)

### Support of the unit by a sector or other appropriate body

## **Unit 328            Organise travel for children and young people**

### Assessment Criteria

#### **Outcome 1    Understand the policy and procedures for organising children and young people's travel outside of the setting**

The learner can:

- 1.1 Explain the organisational and legal requirements for children and young people's travel outside of the setting
- 1.2 Explain the organisational procedures for organising children and young people's travel
- 1.3 Explain the factors to bear in mind when organising travel for children and young people
- 1.4 Explain the importance of the children, young people and adults involved having complete and accurate information about travel arrangements in good time
- 1.5 Explain the contingency arrangements appropriate to the issues that may arise when children and young people are travelling

#### **Outcome 2    Make travel arrangements**

The learner can:

- 2.1 Plan travel arrangements that are appropriate to the requirements of the journey and the needs of the participants
- 2.2 Carry out a risk assessment for the journey illustrating how its implementation will reduce risk
- 2.3 Plan travel arrangements that are safe and take account of the likely conditions during the journey
- 2.4 Develop contingency plans appropriate to the issues that may arise when children and young people are travelling
- 2.5 Make travel arrangements that balance:
  - a) efficiency
  - b) cost-effectiveness
  - c) comfort
  - d) concern for the environment
- 2.6 Provide relevant people with clear, correct and up-to-date information about the travel arrangements in good time
- 2.7 Comply with all relevant organisational and legal requirements for the journey

## Unit 329

# Supervise children and young people on journeys, visits and activities outside of the setting

**Level:** 3  
**Credit value:** 3  
**UAN:** H/601/8360

### Unit aim

This unit provides the knowledge, understanding and skills to supervise children and young people on journeys, visits and activities outside of the setting. It requires competence in preparing for, and supervising children and young people during, journeys, visits and activities outside of the setting.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the policy and procedures for supervising children and young people on journeys, visits and activities outside of the setting
2. Prepare for journeys, visits and activities outside of the setting
3. Supervise children and young people on journeys outside of the setting
4. Supervise children and young people during visits and activities outside of the setting

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

STL58 Organise and supervise travel (SkillsActive B228)

STL59 Escort and supervise pupils on educational visits and out-of-school activities

### Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

## Unit 329 Supervise children and young people on journeys, visits and activities outside of the setting

### Assessment Criteria

#### Outcome 1 Understand the policy and procedures for supervising children and young people on journeys, visits and activities outside of the setting

The learner can:

- 1.1 Explain the organisational and legal requirements for supervising children and young people on **journeys, visits and activities outside of the setting**
- 1.2 Explain the importance of children, young people and adults involved having complete and accurate information about travel arrangements in good time
- 1.3 Describe typical preparations which children and young people and those accompanying them would have to make for the range of journeys, visits and off-site activities undertaken
- 1.4 Explain the contingency arrangements appropriate to the **issues** that may arise when children and young people are on journeys, visits and activities outside of the setting

#### Outcome 2 Prepare for journeys, visits and activities outside of the setting

The learner can:

- 2.1 Obtain **information about the children and young people** involved in the journey, visit or activity
- 2.2 Clarify and confirm details of the **travel arrangements** with the person responsible for organising the journey, visit or activity
- 2.3 Obtain the necessary **resources** for the journey, visit or activity

#### Outcome 3 Supervise children and young people on journeys outside of the setting

The learner can:

- 3.1 Take reasonable action to enable the timely departure and arrival of children and young people
- 3.2 Escort children and young people in a safe manner using the agreed route and method of transport
- 3.3 Respond to the needs of individual children and young people and offer help when required
- 3.4 Encourage children and young people to look after themselves and their belongings during travel
- 3.5 Check that all children and young people are accounted for throughout the journey
- 3.6 Deal with any issues arising during the journey in ways which maintain the safety, security and comfort of **participants**

## **Outcome 4 Supervise children and young people during visits and activities outside of the setting**

The learner can:

- 4.1 Check that children and young people are prepared for the visit and/or activities
- 4.2 Maintain the safety, well-being and acceptable behaviour of children and young people during the visit and/or activities
- 4.3 Encourage and support children and young people to:
  - a) maintain the safety and security of equipment and belongings
  - b) show respect for the environment
  - c) finish activities on time
  - d) return equipment and materials to the appropriate place at the end of the visit and/or activities
- 4.4 Check that all children and young people are accounted for throughout the visit and/or activities
- 4.5 Deal with any issues arising during the visit and/or activities in ways which maintain the safety, security and comfort of participants
- 4.6 Take reasonable action to enable children and young people to be ready for departure at the agreed time

## **Unit 329          Supervise children and young people on journeys, visits and activities outside of the setting**

### Notes for guidance

This unit must be assessed in accordance with the TDA assessment principles.

Assessment criteria 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4 and 4.6 must be assessed in the workplace. Simulation may be used for assessment criteria 3.6 and 4.5.

#### **Journeys:**

- on foot
- in a organisation/hired vehicle
- public transport

#### **Visits** eg:

- local outings
- residential trips
- visits abroad

#### **Activities outside of the setting** eg:

- community-based projects
- field studies
- cultural activities
- sports, recreation and outdoor activities

#### **Issues** eg:

- accident
- missing person(s)
- illness
- late departure or arrival
- transport problems
- loss of equipment or belongings

#### **Information about the children and young people** to be supervised eg:

- number of children and young people
- names of the children and young people
- the age of the children and young people
- any additional needs of the children or young people involved

**Travel arrangements** as appropriate to the journey eg:

- method of transport
- route
- departure and arrival times
- stages in the journey
- food and drink
- comfort and hygiene
- overnight accommodation
- supervision and support
- transport of equipment and belongings

**Resources** eg:

- travel documents
- first aid kit
- equipment

**Participants** eg:

- children and young people
- staff
- other adults eg parent helpers

## Unit 330

# Work with other practitioners to support children and young people

**Level:** 3  
**Credit value:** 3  
**UAN:** R/601/8368

### Unit aim

This unit provides the knowledge, understanding and skills to work with other practitioners to support children and young people. It covers integrated and multi-agency working and requires demonstration of competence in maintaining working relationships and working in partnership with other practitioners.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand multi-agency and integrated working
2. Maintain working relationships with other practitioners
3. Work in partnership with other practitioners

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

STL62 Develop and maintain working relationships with other practitioners

### Support of the unit by a sector or other appropriate body

This unit is endorsed by The Training and Development Agency for Schools.

# Unit 330      Work with other practitioners to support children and young people

## Assessment Criteria

### **Outcome 1      Understand multi-agency and integrated working**

The learner can:

- 1.1 Explain the importance of multi-agency working and integrated working for supporting children and young people
- 1.2 Identify the external agencies and professionals who contribute to supporting children and young people in the setting
- 1.3 Explain the roles and responsibilities of other professionals within and external to the setting that impact on own working practice
- 1.4 Explain own role in different group situations including multi-agency and integrated working
- 1.5 Explain the importance of respecting:
  - a) a) the contribution of other professionals to supporting children and young people
  - b) b) own and others' professional boundaries
  - c) c) the skills and expertise of other professionals
- 1.6 Explain the policy and procedures of the setting for making and maintaining contact with external agencies and professionals

### **Outcome 2      Maintain working relationships with other practitioners**

The learner can:

- 2.1 Provide information to assist other **practitioners** in their role in accordance with the policies and procedures of the setting
- 2.2 Share information which is complete, accurate and within the boundaries of own role and responsibilities
- 2.3 Explain when and why another practitioner should be referred to other sources of information, advice or support within the setting
- 2.4 Interact with other practitioners in a manner likely to promote trust and confidence in the relationship
- 2.5 Use opportunities to extend personal contact with other practitioners and make direct observation of their particular expertise
- 2.6 Provide advice, information and demonstrations to assist other practitioners to develop knowledge and skills relevant to their roles

### **Outcome 3      Work in partnership with other practitioners**

The learner can:

- 3.1 Respond to other practitioners' requests for information and support in a manner that demonstrates a willingness to cooperate
- 3.2 Clearly explain to other practitioners any factors limiting your ability to Cooperate
- 3.3 Use knowledge of the children and young people to contribute to the planning and implementation of joint actions
- 3.4 Carry out agreed commitments to undertake work in partnership with other practitioners
- 3.5 Seek and make use of opportunities to draw upon the skills and knowledge of other practitioners in support of own role

## **Unit 330**      **Work with other practitioners to support children and young people**

Notes for guidance

This unit must be assessed in accordance with the TDA assessment principles.

Assessment criteria 2.1, 2.2, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4 and 3.5 must be assessed in the workplace.

**Practitioners:** colleagues within the setting or contacts from external organisations whose work impacts on your role.

## Unit 331

# Understand child and young person development

**Level:** 3  
**Credit value:** 4  
**UAN:** L/601/1693

### Unit aim

This unit provides knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. It also includes actions taken when differences in development are identified and the potential effects of transitions on children and young people's development.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand the expected pattern of development for children and young people from birth - 19 years
2. Understand the factors that influence children and young people's development and how these affect practice
3. Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern
4. Understand the importance of early intervention to support the speech, language and communication needs of children and young people
5. Understand the potential effects of transitions on children and young people's development

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

CCLD 303: Promote children's development

HSC 36: Contribute to the assessment of children and young peoples' needs and the development of care plans

CWDC Training, Support and Development Standards for Foster Care. Standard 5: Understand the development of children and young people

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## **Unit 331            Understand child and young person development**

### Assessment Criteria

#### **Outcome 1    Understand the expected pattern of development for children and young people from birth - 19 years**

The learner can:

- 1.1 Explain the sequence and rate of each aspect of development from birth – 19 years
- 1.2 Explain the difference between sequence of development and rate of development and why the difference is important

#### **Outcome 2    Understand the factors that influence children and young people's development and how these affect practice**

The learner can:

- 2.1 Explain how children and young people's development is influenced by a range of personal factors
- 2.2 Explain how children and young people's development is influenced by a range of external factors
- 2.3 Explain how theories of development and frameworks to support development influence current practice

#### **Outcome 3    Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern**

The learner can:

- 3.1 Explain how to monitor children and young people's development using different methods
- 3.2 Explain the reasons why children and young people's development may not follow the expected pattern
- 3.3 Explain how disability may affect development
- 3.4 Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern

#### **Outcome 4    Understand the importance of early intervention to support the speech, language and communication needs of children and young people**

The learner can:

- 4.1 Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition
- 4.2 Explain how multi agency teams work together to support speech, language and communication
- 4.3 Explain how play and activities are used to support the development of speech, language and communication

## **Outcome 5 Understand the potential effects of transitions on children and young people's development**

The learner can:

5.1 Explain how different types of transitions can affect children and young people's development

5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition

# **Unit 331            Understand child and young person development**

Notes for guidance

Unit should be assessed in line with the Skills for Care and Development Assessment Principles.

## **Suggested unit assignment**

Produce a chart with explanatory comments, showing the overall sequence of development from birth to 19 years old.

Research and write about the following:

- theories of and factors influencing development
- monitoring and supporting development
- speech, language and communication
- the effect of transitions.

## Unit 332

# Engage in personal development in health, social care or children's and young people's settings

**Level:** 3  
**Credit value:** 3  
**UAN:** A/601/1429

### Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit considers personal development and reflective practice, which are both fundamental to such roles.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand what is required for competence in own work role
2. Reflect on practice
3. Evaluate own performance
4. Agree a personal development plan
5. Use learning opportunities and reflective practice to contribute to personal development

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

CCLD 304

GCU 6

GEN 12 GEN 13

HSC 33 Themes recur as knowledge requirements, performance criteria and core values throughout  
HSC NOS

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

## **Unit 332 Engage in personal development in health, social care or children's and young people's settings**

### Assessment Criteria

#### **Outcome 1 Understand what is required for competence in own work role**

The learner can:

- 1.1 Describe the duties and responsibilities of own work role
- 1.2 Explain expectations about own work role as expressed in relevant standards

#### **Outcome 2 Reflect on practice**

The learner can:

- 2.1 Explain the importance of reflective practice in continuously improving the quality of service provided
- 2.2 Demonstrate the ability to reflect on practice
- 2.3 Describe how own values, belief systems and experiences may affect working practice

#### **Outcome 3 Evaluate own performance**

The learner can:

- 3.1 Evaluate own knowledge, performance and understanding against relevant standards
- 3.2 Demonstrate use of feedback to evaluate own performance and inform development

#### **Outcome 4 Agree a personal development plan**

The learner can:

- 4.1 Identify sources of support for planning and reviewing own development
- 4.2 Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities
- 4.3 Demonstrate how to work with others to agree own personal development plan

#### **Outcome 5 Use learning opportunities and reflective practice to contribute to personal development**

The learner can:

- 5.1 Evaluate how learning activities have affected practice
- 5.2 Demonstrate how reflective practice has led to improved ways of working
- 5.3 Show how to record progress in relation to personal development

**Unit 332**      **Engage in personal development in health,  
social care or children’s and young people’s  
settings**

Notes for guidance

Assessment of this unit must adhere to the requirements of Skills for Care and Development /Skills for Health assessment strategy

## Unit 333

# Understand how to safeguard the well being of children and young people

**Level:** 3  
**Credit value:** 3  
**UAN:** Y/601/1695

### Unit aim

This unit provides the knowledge and understanding required to support the safeguarding of children and young people. The unit contains material on e-safety.

### Learning outcomes

There are **seven** learning outcomes to this unit. The learner will be able to:

1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people
2. Understand the importance of working in partnership with other organisations to safeguard children and young people
3. Understand the importance of ensuring children and young people's safety and protection in the work setting
4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed
5. Understand how to respond to evidence or concerns that a child or young person has been bullied
6. Understand how to work with children and young people to support their safety and wellbeing
7. Understand the importance of e-safety for children and young people

### Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

CCLD 305: Protect and promote children's rights

LDSS NOS Unit 1: Contribute to the protection of children and young people from abuse

HSC 34: Promote the well-being and protection of children and young people

CWDC Training, support and development standards for Foster care. Standard 6: Safeguard children and young people

UK Codes of Practice for Social Care Workers

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

# **Unit 333            Understand how to safeguard the well being of children and young people**

## Assessment Criteria

### **Outcome 1    Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people**

The learner can:

- 1.1 Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people
- 1.2 Explain child protection within the wider concept of safeguarding children and young people
- 1.3 Analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people
- 1.4 Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice
- 1.5 Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing

### **Outcome 2    Understand the importance of working in partnership with other organisations to safeguard children and young people**

The learner can:

- 2.1 Explain the importance of safeguarding children and young people
- 2.2 Explain the importance of a child or young person centred approach
- 2.3 Explain what is meant by partnership working in the context of safeguarding
- 2.4 Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed

### **Outcome 3    Understand the importance of ensuring children and young people's safety and protection in the work setting**

The learner can:

- 3.1 Explain why it is important to ensure children and young people are protected from harm within the work setting
- 3.2 Explain policies and procedures that are in place to protect children and young people and adults who work with them
- 3.3 Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected
- 3.4 Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits

## **Outcome 4 Understand how to respond to evidence or concerns that a child or young person has been abused or harmed**

The learner can:

- 4.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
- 4.2 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting
- 4.3 Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged

## **Outcome 5 Understand how to respond to evidence or concerns that a child or young person has been bullied**

The learner can:

- 6.1 Explain different types of bullying and the potential effects on children and young people
- 6.2 Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place
- 6.3 Explain how to support a child or young person and/or their family when bullying is suspected or alleged

## **Outcome 6 Understand how to work with children and young people to support their safety and wellbeing**

The learner can:

- 6.1 Explain how to support children and young people's self-confidence and self-esteem
- 6.2 Analyse the importance of supporting resilience in children and young people
- 6.3 Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety
- 6.4 Explain ways of empowering children and young people to make positive and informed choices that support their well being and safety

## **Outcome 7 Understand the importance of e-safety for children and young people**

The learner can:

- 7.1 Explain the risks and possible consequences for children and young people of being online and of using a mobile phone
- 7.2 Describe ways of reducing risk to children and young people from:
  - a) social networking
  - b) internet use
  - c) buying online
  - d) using a mobile phone

## **Unit 333            Understand how to safeguard the well being of children and young people**

Notes for guidance

Unit should be assessed in line with the Skills for Care and Development Assessment Principles.

### **Suggested unit assignment**

Consider the responsibilities and limits of learning support staff in ensuring the safety of children and young people in a school, in terms of:

- legal and other requirements
- working with other organisations
- recognising and dealing with abuse, harm and bullying
- supporting the ability of children and young people to be resilient, self confident and empowered to make informed choices.

## Unit 334

# Support children and young people's health and safety

**Level:** 3  
**Credit value:** 2  
**UAN:** D/601/1696

### Unit aim

This unit provides the knowledge, understanding and skills required to support children and young people's health and safety. It requires a demonstration of competence in recognising hazards and undertaking risk assessments in the work setting.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand how to plan and provide environments and services that support children and young people's health and safety
2. Recognise and manage risks to health, safety and security in a work setting or off site visits
3. Understand how to support children and young people to assess and manage risk for themselves
4. Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits

### Guided learning hours

It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

CCLD 302: Develop and maintain a healthy, safe and secure environment for children  
HSC 32: Promote, monitor and maintain health, safety and security in the working environment  
LDSS Unit 2: Ensure your own actions reduce risk to health and safety  
CWDC Training, support and development standards for Foster care  
Standard 3: Understand health and safety, and healthy care  
UK Codes of Practice for Social Care Workers

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

# **Unit 334            Support children and young people’s health and safety**

## Assessment Criteria

### **Outcome 1    Understand how to plan and provide environments and services that support children and young people’s health and safety**

The learner can:

- 1.1 Describe the factors to take into account when planning healthy and safe indoor and outdoor environments and services
- 1.2 Explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely
- 1.3 Identify sources of current guidance for planning healthy and safe environments and services
- 1.4 Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service

### **Outcome 2    Recognise and manage risks to health, safety and security in a work setting or off site visits**

The learner can:

- 2.1 Demonstrate how to identify potential hazards to the health, safety and security of children or young people, families and other visitors and colleagues
- 2.2 Demonstrate ability to deal with hazards in the work setting or in off site visits
- 2.3 Undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk
- 2.4 Explain how health and safety risk assessments are monitored and reviewed

### **Outcome 3    Understand how to support children and young people to assess and manage risk for themselves**

The learner can:

- 3.1 Explain why it is important to take a balanced approach to risk management
- 3.2 Explain the dilemma between the rights and choices of children and young people and health and safety requirements
- 3.3 Give example from own practice of supporting children or young people to assess and manage risk

### **Outcome 4    Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits**

The learner can:

- 4.1 Explain the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness
- 4.2 Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies

## **Unit 334            Support children and young people’s health and safety**

Notes for guidance

Assessment of Learning Outcome 2 must take place in a real work environment. Simulation is not permitted.

Unit should be assessed in line with the Skills for Care and Development Assessment Principles.

**Level:** 3  
**Credit value:** 3  
**UAN:** A/501/5163

**Unit aim**

This unit aims to develop teamwork skills within the workplace.

**Learning outcomes**

There are **three** learning outcomes to this unit. The learner will be able to:

1. Plan collaborative work with others
2. Seek to develop co-operative ways of working and check progress towards agreed objectives
3. Review work with others and agree ways of improving collaborative work in the future

**Guided learning hours**

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

There are some direct relationships between the unit and those of other standards such as Key Skills, especially Wider Key Skills. No direct link but consultation with SSCs has confirmed that although there may be no direct link with occupational standards, many sectors have indicated that achievement of Employability units would be a distinct advantage.

**Support of the unit by a sector or other appropriate body**

No direct link but consultation with SSCs has confirmed that although there may be no direct link with occupational standards, many sectors have indicated that achievement of Employability units would be a distinct advantage.

## **Unit 335      Team working**

### Assessment Criteria

#### **Outcome 1      Plan collaborative work with others**

The learner can:

- 1.1 Describe what makes groups or teams effective in the workplace
- 1.2 Agree realistic objectives for working together and identify what needs to be done to achieve them
- 1.3 Share relevant information to help agree roles and responsibilities
- 1.4 Agree suitable working arrangements with other team members

#### **Outcome 2      Seek to develop co-operative ways of working and check progress towards agreed objectives**

The learner can:

- 2.1 Organise and carry out tasks efficiently to meet his/her responsibilities
- 2.2 Seek effective ways to work co-operatively, including ways to resolve conflict
- 2.3 Share accurate information on progress and agree changes where necessary to achieve objectives

#### **Outcome 3      Review work with others and agree ways of improving collaborative work in the future**

The learner can:

- 3.1 Provide a detailed account of what went well and less well from his/her point of view
- 3.2 Identify factors influencing the outcome of working with others, including own role
- 3.3 Identify ways of improving own work with others

## **Unit 335      Team working**

Notes for guidance

N/A

**Level:** 3  
**Credit value:** 4  
**UAN:** T/600/9789

**Unit aim**

This unit aims to provide a basis for understanding the importance of speech, language and communication for a child's overall development and explores the ways in which those working with children can support the development of speech, language and communication skills.

**Learning outcomes**

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the importance of speech, language and communication for children's overall development
2. Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting
3. Provide support for the speech, language and communication development of the children in own setting
4. Contribute to maintaining a positive environment that supports speech, language and communication

**Guided learning hours**

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**

Speech, language and communication framework

This unit covers, or links to competences from the SLCF:

Universal: A1, A5, A6, A8, A9, B1, B5, C1, C2, C3, C5, D1, D2

Enhanced: A4, B7, C1, C2, C3, C4, C15

**Support of the unit by a sector or other appropriate body**

This unit is endorsed by Skills for Care and Development and Communication Trust.

## **Unit 336            Support children’s speech, language and communication**

### Assessment Criteria

#### **Outcome 1    Understand the importance of speech, language and communication for children’s overall development**

The learner can:

1.1 Explain each of the terms:

- e) speech
- f) language
- g) communication
- h) speech, language and communication needs

1.2 Explain how speech, language and communication skills support each of the following areas in children’s development:

- a) learning
- b) emotional
- c) behaviour
- d) social

1.3 Describe the potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term

#### **Outcome 2    Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting**

The learner can:

2.1 Explain the ways in which adults can effectively support and extend the speech, language and communication development of children during the early years

2.2 Explain the relevant positive effects of adult support for the children and their carers

2.3 Explain how levels of speech and language development vary between children entering early years provision and need to be taken into account during settling in and planning

### **Outcome 3 Provide support for the speech, language and communication development of the children in own setting**

The learner can:

- 3.1 Demonstrate methods of providing support taking into account the:
  - a) age
  - b) specific needs
  - c) abilities
  - d) home language where this is different to that of setting
  - e) interestsof the children in own setting
- 3.2 Demonstrate how day to day activities within the setting can be used to encourage speech, language and communication development in young children
- 3.3 Demonstrate in own practice how to work with children to develop speech, language and communication in:
  - a) 1:1 basis
  - b) groups
- 3.4 Evaluate the effectiveness of speech, language and communication support for children in own setting

### **Outcome 4 Contribute to maintaining a positive environment that supports speech, language and communication**

The learner can:

- 4.1 Explain the importance of the environment in supporting speech, language and communication development
- 4.2 Review evidence about the key factors that provide a supportive speech, language and communication environment
- 4.3 Demonstrate how settings use the environment to provide effective support for speech, language and communication for all children

## **Unit 336            Support children’s speech, language and communication**

Notes for guidance

Learning Outcomes 3 and 4 must be assessed in a real work environment.

Units need to be assessed in line with the Skills for Care and Development Assessment Principles.

## Unit 337

# Support individuals to meet personal care needs

**Level:** 2  
**Credit value:** 2  
**UAN:** F/601/8060

### Unit aim

This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills needed to support individuals to meet personal care needs. It covers support the individual to use toilet facilities, maintain personal hygiene and manage their personal appearance.

### Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. Work with individuals to identify their needs and preferences in relation to personal care
2. Provide support for personal care safely
3. Support individuals to use the toilet
4. Support individuals to maintain personal hygiene
5. Support individuals to manage their personal appearance
6. Monitor and report on support for personal care

### Guided learning hours

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

HSC218

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

# **Unit 337            Support individuals to meet personal care needs**

## Assessment Criteria

### **Outcome 1    Work with individuals to identify their needs and preferences in relation to personal care**

The learner can:

- 1.1 Encourage an individual to communicate their needs, preferences and personal beliefs affecting their personal care
- 1.2 Establish the level and type of support and individual needs for personal care
- 1.3 Agree with the individual how privacy will be maintained during personal care

### **Outcome 2    Provide support for personal care safely**

The learner can:

- 2.1 Support the individual to understand the reasons for hygiene and safety precautions
- 2.2 Use protective equipment, protective clothing and hygiene techniques to minimise the risk of infection
- 2.3 Explain how to report concerns about the safety and hygiene of equipment or facilities used for personal care
- 2.4 Describe ways to ensure the individual can summon help when alone during personal care
- 2.5 Ensure safe disposal of waste materials

### **Outcome 3    Support individuals to use the toilet**

The learner can:

- 3.1 Provide support for the individual to use toilet facilities in ways that respect dignity
- 3.2 Support individual to make themselves clean and tidy after using toilet facilities

### **Outcome 4    Support individuals to maintain personal hygiene**

The learner can:

- 4.1 Ensure room and water temperatures meet individual needs and preferences for washing, bathing and mouth care
- 4.2 Ensure toiletries, materials and equipment are within reach of the individual
- 4.3 Provide support to carry out personal hygiene activities in ways that maintain comfort, respect dignity and promote active participation

### **Outcome 5    Support individuals to manage their personal appearance**

The learner can:

- 5.1 Provide support to enable individual to manage their personal appearance in ways that respect dignity and promote active participation
- 5.2 Encourage the individual to keep their clothing and personal care items clean, safe and secure

## **Outcome 6    Monitor and report on support for personal care**

The learner can:

- 6.1 Seek feedback from the individual and others on how well support for personal care meets the individual's needs and preferences
- 6.2 Monitor personal care functions and activities in agreed ways
- 6.3 Record and report on an individual's personal care in agreed ways

## **Unit 337            Support individuals to meet personal care needs**

Notes for guidance

Unit must be assessed in accordance with the Skills for Care and Development's Assessment Principles

## Unit 338

# Support young people to develop, implement and review a plan of action

**Level:** 3  
**Credit value:** 3  
**UAN:** M/601/1329

### Unit aim

This unit aims to provide learners with the skills and knowledge to enable them to work with individual young people to help them develop an action plan.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand the importance for young people of developing a personal action plan for their future development needs
2. Support young people to develop an action plan
3. Support young people to work towards implementation of their action plan
4. Support young people to review and revise their action plan
5. Review own role in supporting the development and implementation of the young person's action plan

### Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

There are links with: Legal advice NOS Unit (Skills for Justice):

Support clients to plan, implement and review action

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

## **Unit 338                    Support young people to develop, implement and review a plan of action**

### Assessment Criteria

#### **Outcome 1     Understand the importance for young people of developing a personal action plan for their future development needs**

The learner can:

- 1.1 Explain why young people should be encouraged to develop a personal action plan to support their future development
- 1.2 Evaluate the role of the support worker in encouraging young people to develop the action plan

#### **Outcome 2     Support young people to develop an action plan**

The learner can:

- 2.1 Explain the preliminary and preparatory actions to take when supporting young people to develop an action plan
- 2.2 Demonstrate how young people are encouraged to identify their needs and aspirations
- 2.3 Demonstrate in own practice work with young people to identify and evaluate the range of options available to them
- 2.4 Demonstrate in own practice work with young people to develop an action plan

#### **Outcome 3     Support young people to work towards implementation of their action plan**

The learner can:

- 3.1 Give examples from own practice of support required by young people implementing actions within their plan
- 3.2 Demonstrate how to give practical support for young people working towards implementation of actions within their plan

#### **Outcome 4     Support young people to review and revise their action plan**

The learner can:

- 4.1 Explain why it is important for young people to review their progress against their action plan
- 4.2 Demonstrate in own practice how to review the action plan with young people

#### **Outcome 5     Review own role in supporting the development and implementation of the young person's action plan**

The learner can:

- 5.1 Explain why it is important to review own contribution to the development and implementation of the young person's action plan
- 5.2 Evaluate own contribution to the process

## **Unit 338            Support young people to develop, implement and review a plan of action**

Notes for guidance

Units need to be assessed in line with the Skills for Care and Development Assessment Principles.

LOs 2, 3, 4 and 5 must be assessed in a real work environment.

## Unit 339

# Provide information and advice to young people

**Level:** 3  
**Credit value:** 3  
**UAN:** A/601/1334

### Unit aim

This unit aims to provide the learner with the skills and knowledge to enable them to provide accurate, up to date and impartial information and advice to children and young people, to enable them to make an informed choice about their future.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the role of practitioners in providing information and advice to children and young people
2. Establish and address the information and advice needs of children and young people
3. Provide children and young people with appropriate information and advice to enable them to make informed choices

### Guided learning hours

It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

ENTO Unit: AG2: Support clients to make use of the advice and guidance service

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

## **Unit 339            Provide information and advice to young people**

### Assessment Criteria

#### **Outcome 1    Understand the role of practitioners in providing information and advice to children and young people**

The learner can:

- 1.1 Explain the importance of providing accurate and up to date information and advice to children and young people
- 1.2 Explain the role of practitioners in providing impartial information and advice to children and young people

#### **Outcome 2    Establish and address the information and advice needs of children and young people**

The learner can:

- 2.1 Encourage the participation of and engagement with children and young people to establish their information and advice needs
- 2.2 Select information from appropriate sources that will best meet the needs of the young person
- 2.3 Verify the accuracy and currency of information before presenting it to the young person
- 2.4 Explain approaches to managing situations when the child and young person's choices are different to those of their carers

#### **Outcome 3    Provide children and young people with appropriate information and advice to enable them to make informed choices**

The learner can:

- 3.1 Explain why it is important to provide opportunities for children and young people to make informed choices
- 3.2 Evaluate with the young person the choices available to them
- 3.3 Demonstrate in own practice how to check that the young person has understood the range of options available to them
- 3.4 Record the interaction with the young person following all organisational procedures and legal requirements

## **Unit 339**      **Provide information and advice to young people**

Notes for guidance

Units need to be assessed in line with the Skills for Care and Development Assessment Principles.

LOs 2 and 3 must be assessed in a real work environment.

## Unit 340

# Develop interviewing skills for work with children and young people

**Level:** 3  
**Credit value:** 3  
**UAN:** L/601/1337

### Unit aim

This unit aims to provide the learner with the skills and knowledge to enable them to conduct effective interviews with children and young people in the context of supporting their learning and development.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the process of preparing for and planning the interviews
2. Conduct the interview with individual children or young people
3. Implement interview follow up procedures

### Guided learning hours

It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

ENTO R7: Conduct interviews to support the recruitment process

ENTO AG2: Support clients to make use of the advice and guidance service

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

## **Unit 340          Develop interviewing skills for work with children and young people**

### Assessment Criteria

#### **Outcome 1      Understand the process of preparing for and planning the interviews**

The learner can:

- 1.1 Identify why it is important to plan for the interview
- 1.2 Explain the components of the interview planning process

#### **Outcome 2      Conduct the interview with individual children or young people**

The learner can:

- 2.1 Use appropriate communication skills to encourage the participation of and engagement with the child or young person
- 2.2 Provide any relevant information about the interview to the child or young person
- 2.3 Conduct the interview to achieve the desired outcomes
- 2.4 Record the details of the interview according to confidentiality and information sharing protocols

#### **Outcome 3      Implement interview follow up procedures**

The learner can:

- 3.1 Identify the interview follow up procedures
- 3.2 Implement interview follow up procedures

## **Unit 340          Develop interviewing skills for work with children and young people**

Notes for guidance

Units need to be assessed in line with the Skills for Care and Development Assessment Principles.

LO2 and 3 must be assessed in a real work environment.

## Unit 341

# Improving the attendance of children and young people in statutory education

**Level:** 3  
**Credit value:** 5  
**UAN:** M/601/1377

### Unit aim

This unit is about improving attendance of children and young people in statutory education. It is suitable for those in educational welfare services but could also be suitable for other contexts.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the factors that impact on the attendance of children and young people in statutory education
2. Understand the role of individuals and agencies in improving attendance of children and young people in statutory education
3. Use attendance data to inform strategies and plans to improve attendance of children and young people in statutory education
4. Support work with children, young people and families to improve attendance according to role and responsibilities

### Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

LDSS NOS Unit: 307: Contribute to improving attendance

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

# **Unit 341            Improving the attendance of children and young people in statutory education**

## Assessment Criteria

### **Outcome 1    Understand the factors that impact on the attendance of children and young people in statutory education**

The learner can:

- 1.1 Explain the factors that can affect the attendance of children and young people in statutory education
- 1.2 Explain how the factors that affect attendance of children and young people in statutory education can be minimised

### **Outcome 2    Understand the role of individuals and agencies in improving attendance of children and young people in statutory education**

The learner can:

- 2.1 Evaluate the role of different agencies in improving the attendance of children and young people in statutory education
- 2.2 Explain the role of key individuals in improving whole school attendance
- 2.3 Explain strategies that can be used to improve the attendance of individual children and young people and whole school attendance

### **Outcome 3    Use attendance data to inform strategies and plans to improve attendance of children and young people in statutory education**

The learner can:

- 3.1 Obtain data on attendance of children and young people in statutory education
- 3.2 Analyse data to identify patterns of attendance of children and young people in statutory education
- 3.3 Store data records in compliance with all organisational and legislative requirements
- 3.4 Use data to contribute to the development of strategies and plans to improve attendance and reduce persistent absence

### **Outcome 4    Support work with children, young people and families to improve attendance according to role and responsibilities**

The learner can:

- 4.1 Support engagement with children, young people and their families to address attendance issues
- 4.2 Demonstrate in own practice ability to support planning and monitoring activities to improve attendance
- 4.3 Liaise effectively with other agencies to improve attendance of children and young people in statutory education

## **Unit 341            Improving the attendance of children and young people in statutory education**

Notes for guidance

Units need to be assessed in line with the Skills for Care and Development Assessment Principles.

LOs 3 and 4 must be assessed in a real work environment.

## Unit 342

# Facilitate the learning and development of children and young people through mentoring

**Level:** 3  
**Credit value:** 4  
**UAN:** T/601/1381

### Unit aim

This unit describes the skills and knowledge required to identify the learning and development needs of children and young people and help them express their goals and aspirations. It also describes the application of those skills and knowledge to the practice of mentoring individual children or young people to enable them to achieve identified and agreed outcomes. Reviewing the effectiveness of the mentoring process is also an important outcome of the unit.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand how to facilitate the learning and development needs of children and young people through mentoring
2. Support children and young people to address their individual learning and development needs
3. Promote the wellbeing, resilience and achievement of individual children and young people through mentoring
4. Review the effectiveness of the mentoring process

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

CCLD NOS Unit:

311: Facilitate individual learning and development through mentoring

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

# **Unit 342 Facilitate the learning and development of children and young people through mentoring**

## Assessment Criteria

### **Outcome 1 Understand how to facilitate the learning and development needs of children and young people through mentoring**

The learner can:

- 1.1 Explain the interpersonal and communication skills required to facilitate the learning and development needs of children and young people
- 1.2 Explain how different learning styles and methods impact on the learning and development of children and young people

### **Outcome 2 Support children and young people to address their individual learning and development needs**

The learner can:

- 2.1 Support children or young people to express their goals and aspirations
- 2.2 Support children or young people to identify ways of removing barriers to achievement
- 2.3 Develop an action plan to address individual learning and development needs of children or young people

### **Outcome 3 Promote the wellbeing, resilience and achievement of individual children and young people through mentoring**

The learner can:

- 3.1 Explain the importance of promoting the wellbeing, resilience and achievement of children and young people through mentoring
- 3.2 Demonstrate mentoring strategies and activities with children or young people that support their well being and resilience

### **Outcome 4 Review the effectiveness of the mentoring process**

The learner can:

- 4.1 Assess the progress of individual children or young people against their action plans, suggesting improvements
- 4.2 Evaluate the effectiveness of the mentoring process in facilitating the learning and development of the individual children or young people

# **Unit 342      Facilitate the learning and development of children and young people through mentoring**

Notes for guidance

Units need to be assessed in line with the Skills for Care and Development Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

## Unit 343

# Promote the well being and resilience of children and young people

**Level:** 3  
**Credit value:** 4  
**UAN:** F/600/9780

### Unit aim

This unit provides the basis of knowledge, understanding and competence to support children and young people to be well and happy and to face the challenges they will encounter. It includes the promotion of health as well as promoting self esteem and supporting children to recognise and value who they are.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the importance of promoting positive well being and resilience of children and young people
2. Understand how to support the development of children and young people's social and emotional identify and self esteem in line with their age and level of understanding
3. Provide children and young people with a positive outlook on their lives
4. Respond to the health needs of children and young people

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

HSC NOS Units 34 and 313

CCLD NOS Units 307 and 308

Professional Practice in residential child care

Standards: 1.5, 2.2, 2.3 and 4.3

Training Support and Development Standards for Foster Care: 3.3 and 5.2

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

# **Unit 343            Promote the well being and resilience of children and young people**

## Assessment Criteria

### **Outcome 1    Understand the importance of promoting positive well being and resilience of children and young people**

The learner can:

- 1.1 Explain the factors that influence the well being of children and young people
- 1.2 Explain the importance of resilience for children and young people
- 1.3 Analyse effective ways of promoting well being and resilience in the work setting
- 1.4 Describe ways of working with carers to promote well being and resilience in children and young people

### **Outcome 2    Understand how to support the development of children and young people's social and emotional identify and self esteem in line with their age and level of understanding**

The learner can:

- 2.1 Explain why social and emotional identity are important to the well being and resilience of children and young people
- 2.2 Explain how to support children and young people to identify with their own self image and identity
- 2.3 Demonstrate how to encourage children and young people to recognise and value their own abilities, talents and achievements
- 2.4 Demonstrate how to support children and young people to be involved in decisions and have as much control as possible over their lives
- 2.5 Explain how goals and targets identified as part of the planning process contribute towards building the self esteem of children or young people

### **Outcome 3    Provide children and young people with a positive outlook on their lives**

The learner can:

- 3.1 Demonstrate work with children or young people in a manner that is open, trustworthy, respectful and reliable
- 3.2 Explain how a solution focused approach will encourage children and young people to have a positive outlook on their lives
- 3.3 Support and encourage children and young people to respond positively to challenges and disappointments
- 3.4 Demonstrate ways to encourage and support children and young people to express their feelings, views and hopes
- 3.5 Support children and young people to reflect on the impact of their own actions and behaviour

## **Outcome 4 Respond to the health needs of children and young people**

The learner can:

- 4.1 Support children and young people to recognise, value and meet their health needs as appropriate to their age and level of understanding
- 4.2 Encourage children and young people to make positive choices about all of their health needs
- 4.3 Assess any risks or concerns to the health and well being of children and young people and take appropriate action
- 4.4 Explain the importance of informing relevant people when there are concerns about a child or young person's health or well being
- 4.5 Record concerns about a child or young person's health or well being following recognised procedures

## **Unit 343            Promote the well being and resilience of children and young people**

Notes for guidance

LOs 3 and 4 must be assessed in a real work environment.

Units need to be assessed in line with the Skills for Care and Development Assessment Principles

## Unit 344

# Support children and young people to achieve their education potential

**Level:** 3  
**Credit value:** 4  
**UAN:** D/600/9785

### Unit aim

This unit aims to provide learners with the skills and knowledge required to enable them to support individual children and young people to achieve their educational potential.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential
2. Support children and young people to identify and articulate their learning needs, set goals and plan actions
3. Support children and young people to work towards their educational goals
4. Review educational achievements with children and young people

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

LDSS Unit 322: Support children and young people to achieve their educational potential

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

# **Unit 344      Support children and young people to achieve their education potential**

## Assessment Criteria

### **Outcome 1      Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential**

The learner can:

- 1.1 Explain the principles and values that underpins work to support children and young people to achieve their educational potential
- 1.2 Explain current legislation and guidance relating to the provision of and access to educational opportunities for children and young people
- 1.3 Evaluate the factors that can contribute to low achievement by children and young people

### **Outcome 2      Support children and young people to identify and articulate their learning needs, set goals and plan actions**

The learner can:

- 2.1 Support children or young people to articulate their educational needs and aspirations
- 2.2 Support children or young people to develop a plan of action identifying realistic goals for their educational development

### **Outcome 3      Support children and young people to work towards their educational goals**

The learner can:

- 3.1 Identify and celebrate individual children or young people's successes and achievements
- 3.2 Identify barriers to achievement and support individual children or young people to work towards finding solutions
- 3.3 Provide support and guidance to children or young people to help them work towards achieving their educational goals

### **Outcome 4      Review educational achievements with children and young people**

The learner can:

- 4.1 Evaluate with individual children or young people, their achievements against their action plans
- 4.2 Discuss and agree with individual children or young people ways of addressing and overcoming any problems and modify the action plan accordingly

## **Unit 344            Support children and young people to achieve                                  their education potential**

Notes for guidance

LOs 2, 3 and 4 must be assessed in a real work environment.

Units need to be assessed in line with the Skills for Care and Development Assessment Principles

## Unit 345

# Support children and young people to make positive changes in their lives

**Level:** 3  
**Credit value:** 4  
**UAN:** M/600/9788

### Unit aim

This unit aims to provide learners with the skills and knowledge to help them identify any barriers that children and young people may encounter which impact on their lives and help them to support children and young people to overcome those barriers and achieve positive changes in their lives.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand how to support children and young people to make positive changes in their lives
2. Support children and young people to make positive changes in their lives
3. Review support to children and young people to make positive changes in their lives

### Guided learning hours

It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

LDSS NOS Unit: 314: Support children to overcome barriers and make positive changes in their lives  
Youth work 1.1.1: Enable children and young people to use their learning to enhance their future development

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Care and Development.

# **Unit 345          Support children and young people to make positive changes in their lives**

## Assessment Criteria

### **Outcome 1      Understand how to support children and young people to make positive changes in their lives**

The learner can:

- 1.1 Identify the factors that can impact on the lives of children and young people
- 1.2 Analyse the impact such factors can have on the lives of children and young people
- 1.3 Explain how individuals and agencies support children and young people to make positive changes in their lives

### **Outcome 2      Support children and young people to make positive changes in their lives**

The learner can:

- 2.1 Explain interventions that can be provided to support children and young people to make positive changes in their lives
- 2.2 Demonstrate engagement with children or young people to help them to identify actions that could be taken to support positive change
- 2.3 Work with a child or young person to develop an action plan to support positive changes in their lives

### **Outcome 3      Review support to children and young people to make positive changes in their lives**

The learner can:

- 3.1 Support children or young people to review and amend their action plan
- 3.2 Give examples from own practice of supporting children or young people to access further interventions
- 3.3 Reflect on own practice in supporting children or young people to make positive changes in their lives

# **Unit 345          Support children and young people to make positive changes in their lives**

Notes for guidance

LOs 2 and 3 must be assessed in a real work environment.

Units need to be assessed in line with the Skills for Care and Development Assessment Principles

## Unit 346

# Support young people who are socially excluded or excluded from school

**Level:** 3  
**Credit value:** 2  
**UAN:** R/502/5231

### Unit aim

This unit aims to enable learners to understand the issues affecting young people who are socially excluded or excluded from school and provide support to them.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Understand the issues affecting young people who are socially excluded or excluded from school
2. Understand how to support young people who are socially excluded or excluded from school

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

Skills for Justice

BA4 Raise awareness to promote community safety and social inclusion

BA8 Contribute to development of priorities and objectives for promoting community justice and social inclusion

BA12 Address problems identified with community safety and social inclusion

BA14 Enable individuals and families to address factors which affect their safety, well-being and social inclusion

CWDC Common Core

Effective communication and engagement with children, young people, their families and carers

Child and young person development

Safeguarding and promoting the welfare of the child

Supporting transitions

Multi-agency working

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice.

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

## **Unit 346                      Support young people who are socially excluded or excluded from school**

### Assessment Criteria

#### **Outcome 1      Understand the issues affecting young people who are socially excluded or excluded from school**

The learner can:

- 1.1 Explain the issues that may affect young people who are excluded, including access to services or amenities, crime or anti-social behaviour, isolation or stigmatisation
- 1.2 Explain the potential effects of exclusion on the health, safety and well-being of these young people

#### **Outcome 2      Understand how to support young people who are socially excluded or excluded from school**

The learner can:

- 2.1 Enable these young people to reflect on their own beliefs, concerns and priorities to maintain their health, safety and well-being
- 2.2 Describe the information, support and community services which are available to support excluded young people
- 2.3 Encourage excluded young people to explore options which are achievable and to discuss the implications or consequences of those options for self, family and significant others

**Unit 346**      **Support young people who are socially  
excluded or excluded from school**

Notes for guidance

N/A

## Unit 347

# Support young people in relation to sexual health and risk of pregnancy

**Level:** 3  
**Credit value:** 2  
**UAN:** F/502/5242

### Unit aim

This unit aims to develop knowledge and understanding of child and young person development and the factors, including transitions, which may affect development.

### Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Understand the issues affecting young people in relation to sexual health and risk of pregnancy
2. Understand how to support young people in relation to sexual health and risk of pregnancy

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

Skills for Justice

B601 Assess the health and wellbeing, and related needs and issues, of children and young people who have offended

GD10 Deliver interventions towards enhancing health and social well-being

B602 Enable children and young people who have offended to be supported by healthcare services

Lifelong Learning UK

O30NYW2.2.1 Address the health and well being of young people

CWDC Common Core

Effective communication and engagement with children, young people, their families and carers

Child and young person development

Safeguarding and promoting the welfare of the child

Supporting transitions

Multi-agency working

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice.

### Assessment

This unit will be assessed by:

- an assignment covering practical skills and underpinning knowledge.

# **Unit 347            Support young people in relation to sexual health and risk of pregnancy**

## Assessment Criteria

### **Outcome 1    Understand the issues affecting young people in relation to sexual health and risk of pregnancy**

The learner can:

- 1.1 Explain the issues affecting young people in relation to sexual health and risk of pregnancy, including peer pressure, consensual relationships, readiness for sexual activity, contraception, sexually transmitted infections and pregnancy options
- 1.2 Explain how age, maturity, ethnicity, culture, gender and beliefs can affect attitudes and behaviour in relation to sexual activity, sexual health and pregnancy
- 1.3 Explain the social, health and educational risk factors associated with early sexual activity or teenage pregnancy

### **Outcome 2    Understand how to support young people in relation to sexual health and risk of pregnancy**

The learner can:

- 2.1 Describe relevant sources of information, guidance and support and the range of health services available for these young people
- 2.2 Explain how to support young people to identify their needs and priorities in relation to their sexual health and risk of pregnancy, in a way that is confidential, non-judgemental and sensitive to their individual situation
- 2.3 Enable young people to make informed choices in relation to their identified needs and priorities
- 2.4 Describe the codes of practice, relevant professional guidance and/or organisational policies within which they are working and explain their implications for professional conduct, confidentiality and gaining consent

**Unit 347**      **Support young people in relation to sexual health and risk of pregnancy**

Notes for guidance

N/A

## Unit 348

# Work with parents to engage them in their child's learning

**Level:** 3  
**Credit value:** 6  
**UAN:** A/602/1846

### Unit aim

The aim of this unit is to develop the skills, knowledge and understanding work in partnership with parents to engage them with their children's learning and development in school.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Understand barriers to learning and strategies/techniques to address them and encourage children with their learning
2. Support parents to identify and overcome barriers to their children's learning
3. Help parents in developing effective techniques to support and encourage children with their learning
4. Support parents and their children through transitions to ensure continual engagement with schools and learning
5. Facilitate positive relations and effective dialogue between parents and school staff

### Guided learning hours

It is recommended that **31** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

STL52

STL60

WWP 303.2

WWP 305.1

WWP 308.3

WWP 307.1

WWP 307.2

WWP 304.1

WWP 304.2

### Support of the unit by a sector or other appropriate body

This unit is endorsed by Lifelong Learning UK.

# Unit 348      Work with parents to engage them in their child's learning

## Assessment Criteria

### **Outcome 1      Understand barriers to learning and strategies/techniques to address them and encourage children with their learning**

The learner can:

- 1.1 Summarise **barriers to learning**
- 1.2 Explain strategies/ techniques which address barriers to learning
- 1.3 Explain how working in partnership with parents, agencies and others can help to address barriers to learning
- 1.4 Explain how parents can support and encourage their children in their learning

### **Outcome 2      Support parents to identify and overcome barriers to their children's learning**

The learner can:

- 2.1 Identify barriers to learning which children and young people may experience
- 2.2 Use strategies to support parents in dealing with:
  - c) **economic and social factors** which may impact on their children's engagement with learning
  - d) **family well being and health** issues
- 2.3 Work in partnership with parents to identify:
  - a) reasons for absence from school
  - b) ways of helping their children to attend school more regularly
- 2.4 Work in partnership with parents, agencies and **others** to address and overcome their children's barriers to learning

### **Outcome 3      Help parents in developing effective techniques to support and encourage children with their learning**

The learner can:

- 3.1 Use strategies to develop parents' understanding of the importance of their role in their children's learning
- 3.2 Support parents to use **strategies to encourage their children's motivation and self esteem**
- 3.3 Support parents in developing approaches that will encourage and facilitate their children's learning
- 3.4 Support parents in developing **strategies to encourage and facilitate their children's full participation in school**

## **Outcome 4 Support parents and their children through transitions to ensure continual engagement with schools and learning**

The learner can:

- 4.1 Provide continuity of support to children or young people and their parents during transition between **educational establishments and phases of education**
- 4.2 Provide support to help parents and children or young people deal with significant **family transitions**
- 4.3 Explain the **stages of child and young person development**
- 4.4 Provide support to parents in relation to the stages of child and young person development

## **Outcome 5 Facilitate positive relations and effective dialogue between parents and school staff**

The learner can:

- 5.1 Support parents in understanding the education system
- 5.2 Support parents in understanding their own and their children's rights and responsibilities in the education system
- 5.3 Work with parents to extend their understanding of the ethos and expectations of their children's school
- 5.4 Work with parents to overcome personal anxieties about education and schools
- 5.5 Use strategies to facilitate positive relationships between parents and school staff
- 5.6 Work with school staff to extend their understanding of parents' and children and young people's:
  - a) personal and social contexts
  - b) **rights and responsibilities** with regards to compulsory education

## Unit 348

# Work in partnership with parents to engage them with their children's learning and development in school

## Notes for guidance

Factors that can cause **barriers to learning** include:

- emotional
- physical
- economic
- social and cultural
- language
- specific learning difficulties

Practitioners may also use data analysis and tracking in partnership with the school to monitor pupils' engagement with learning (attendance, performance against predictions, etc).

**Others** eg:

- teachers
- learning mentor
- SENCO
- other professionals eg educational psychologist
- Behaviour Education and Support Team

**Economic and social factors** which may impact on children's engagement with learning include:

- Joblessness
- Poverty
- Housing issues
- A child living between locations (eg periods with each parent when separated)
- Family lifestyle
- Peer group pressures and influences

**Family well being and health** issues include

- The level of family coherence
- Parenting
- Relationships within the family
- Health and illness issues in the family (eg young carer role, member of family hospitalised, etc)
- Bereavement

Economic and social factors and family well being and health issues may be temporary or long term.

**Strategies to encourage their children's motivation and self esteem** eg:

- providing an environment (through age appropriate toys, activities, etc.) that allows children and young people to freely explore and to see the effect of their actions
- encouraging children and young people to make choices for themselves

- allowing children and young people time to complete activities without interruption
- resisting the urge to interfere or help with activities
- allowing children and young people to be as independent as possible taking account of their age and abilities
- providing opportunities for children/young people and adults to work together on activities
- providing situations that give children and young people an acceptable challenge
- giving children and young people opportunities to evaluate their own achievements
- listening carefully to children and young people, and encouraging them to communicate their needs and ideas
- giving praise for children and young people's efforts, persistence and achievements
- avoiding excessive rewards which undermine children and young people's ability to value themselves

### **Strategies to encourage and facilitate their children's full participation in school, eg:**

- developing positive home learning environments (work space and facilities, encouragement, supporting learning, access to materials, etc)
- establishing routines (getting up times, breakfast, travel to school, 'homework times', etc)
- encouraging engagement in after school clubs and support provision (eg learning mentors, tutoring opportunities, sports and recreational opportunities)

### **Educational establishments and phases of education**

- Early years to primary to secondary to post 16 (school or college) and beyond
- First to middle to high school (where three tier systems are in place)
- Transition from school year to year or from pre-GCSE focus years to GCSE focus years for example (traditionally from year 9 to 10, though there are opportunities for earlier and phased transition)
- Transition from first to middle to high schools where they exist.

Significant **family transitions** such as:

- bereavement
- family break-up
- ill-health
- moving home
- additions to the family
- redundancy
- loss of family home

### **Stages of child and young person development**

Development stages experienced by children and young people as they grow and mature including:

- physical
- communication
- intellectual / cognitive
- social, emotional and behavioural
- moral

### **Rights and responsibilities** with regards to compulsory education

Attendance requirements, access to information and support, access to schools, progression through the phases of education, etc

## Unit 349

# Set objectives and provide support for team members

**Level:** 3  
**Credit value:** 5  
**UAN:** M/600/9600

### Unit aim

This unit aims to develop knowledge and understanding of child and young person development and the factors, including transitions, which may affect development.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Communicate a team's purpose and objectives to the team members
2. Develop a plan with team members showing how team objectives will be met
3. Support team members identifying opportunities and providing support
4. Monitor and evaluate progress and recognise individual and team achievement

### Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

MSC B5 Provide leadership for your team

### Support of the unit by a sector or other appropriate body

## **Unit 349            Set objectives and provide support for team members**

### Assessment Criteria

#### **Outcome 1    Communicate a team's purpose and objectives to the team members**

The learner can:

- 1.1 Describe the purpose of a team
- 1.2 Set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)
- 1.3 Communicate the team's purpose and objectives to its members

#### **Outcome 2    Develop a plan with team members showing how team objectives will be met**

The learner can:

- 2.1 Discuss with team members how team objectives will be met
- 2.2 Ensure team members to participate in the planning process and think creatively
- 2.3 Develop plans to meet team objectives
- 2.4 Set SMART personal work objectives with team members

#### **Outcome 3    Support team members identifying opportunities and providing support**

The learner can:

- 3.1 Identify opportunities and difficulties faced by team members
- 3.2 Discuss identified opportunities and difficulties with team members
- 3.3 Provide advice and support to team members to overcome identified difficulties and challenges
- 3.4 Provide advice and support to team members to make the most of identified opportunities

#### **Outcome 4    Monitor and evaluate progress and recognise individual and team achievement**

The learner can:

- 4.1 Monitor and evaluate individual and team activities and progress
- 4.2 Provide recognition when individual and team objectives have been achieved

**Unit 349**      **Set objectives and provide support for team members**

Notes for guidance

N/A

## Unit 350

# Provide leadership and direction for own area of responsibility

**Level:** 3  
**Credit value:** 5  
**UAN:** T/600/9601

### Unit aim

This unit helps learners to provide leadership and direction for their area of responsibility.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Lead in own area of responsibility
2. Provide direction and set objectives in own area of responsibility
3. Communicate the direction for own area of responsibility and collect feedback to inform improvement
4. Assess own leadership performance

### Guided learning hours

It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

MSC B6 Provide leadership in your area of responsibility

### Support of the unit by a sector or other appropriate body

## **Unit 350      Provide leadership and direction for own area of responsibility**

### Assessment Criteria

#### **Outcome 1      Lead in own area of responsibility**

The learner can:

- 1.1 Identify own strengths and ability to lead in a leadership role
- 1.2 Evaluate strengths within own area of responsibility

#### **Outcome 2      Provide direction and set objectives in own area of responsibility**

The learner can:

- 2.1 Outline direction for own area of responsibility
- 2.2 Implement objectives with colleagues that align with those of the organisation

#### **Outcome 3      Communicate the direction for own area of responsibility and collect feedback to inform improvement**

The learner can:

- 3.1 Communicate the agreed direction to individuals within own area of responsibility
- 3.2 Collect feedback to inform improvement

#### **Outcome 4      Assess own leadership performance**

The learner can:

- 4.1 Assess feedback on own leadership performance
- 4.2 Evaluate own leadership performance

**Unit 350**      **Provide leadership and direction for own area of responsibility**

Notes for guidance

N/A

## Unit 351

## Plan, allocate and monitor work of a team

**Level:** 3  
**Credit value:** 5  
**UAN:** Y/600/9669

### Unit aim

This unit helps learners to plan and allocate the work for a team, and support, monitor and improve team performance.

### Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Plan work for a team
2. Allocate work across a team
3. Manage team members to achieve team objectives
4. Monitor and evaluate the performance of team members
5. Improve the performance of a team

### Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

MSC D5 Allocate and check work in your team

### Support of the unit by a sector or other appropriate body

# **Unit 351          Plan, allocate and monitor work of a team**

## Assessment Criteria

### **Outcome 1    Plan work for a team**

The learner can:

- 1.1 Agree team objectives with own manager
- 1.2 Develop a plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team

### **Outcome 2    Allocate work across a team**

The learner can:

- 2.1 Discuss team plans with a team
- 2.2 Agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members
- 2.3 Agree standard of work required by team

### **Outcome 3    Manage team members to achieve team objectives**

The learner can:

- 3.1 Support all team members in order to achieve team objectives

### **Outcome 4    Monitor and evaluate the performance of team members**

The learner can:

- 4.1 Assess team members' work against agreed standards and objectives
- 4.2 Identify and monitor conflict within a team
- 4.3 Identify causes for team members not meeting team objectives

### **Outcome 5    Improve the performance of a team**

The learner can:

- 5.1 Identify ways of improving team performance
- 5.2 Provide constructive feedback to team members to improve their performance
- 5.3 Implement identified ways of improving team performance

## **Unit 351            Plan, allocate and monitor work of a team**

Notes for guidance

N/A

## Unit 352

# Support learning and development within own area of responsibility

**Level:** 3  
**Credit value:** 5  
**UAN:** M/600/9676

### Unit aim

This unit helps learners to understand the importance of learning and to develop a learning environment within own area of responsibility.

### Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Identify the learning needs of colleagues in own area of responsibility
2. Understand how to develop a learning environment in own area of responsibility
3. Support colleagues in learning and its application
4. Evaluate learning outcomes and future learning and development of colleagues

### Guided learning hours

It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards

MSC D7 Provide learning opportunities for colleagues

### Support of the unit by a sector or other appropriate body

## **Unit 352            Support learning and development within own area of responsibility**

### Assessment Criteria

#### **Outcome 1    Identify the learning needs of colleagues in own area of responsibility**

The learner can:

- 1.1 Identify gaps between requirements of colleagues' current or future work roles and their existing knowledge, understanding and skills.
- 1.2 Prioritise learning needs of colleagues
- 1.3 Produce personal development plans for colleagues in own area of responsibility

#### **Outcome 2    Understand how to develop a learning environment in own area of responsibility**

The learner can:

- 2.1 Explain the benefits of continual learning and development
- 2.2 Explain how learning opportunities can be provided for own area of responsibility

#### **Outcome 3    Support colleagues in learning and its application**

The learner can:

- 3.1 Identify information, advice and guidance to support learning
- 3.2 Communicate to colleagues to take responsibility for their own learning
- 3.3 Explain to colleagues how to gain access to learning resources
- 3.4 Support colleagues to practise and reflect on what they have learned

#### **Outcome 4    Evaluate learning outcomes and future learning and development of colleagues**

The learner can:

- 4.1 Examine with each colleague, whether the learning activities undertaken have achieved the desired outcomes
- 4.2 Support colleagues when updating their personal development plan

**Unit 352**      **Support learning and development within own area of responsibility**

Notes for guidance

N/A

## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

***Providing City & Guilds qualifications – a guide to centre and qualification approval*** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

***Ensuring quality*** contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

***Access to Assessment & Qualifications*** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- ***Walled Garden***  
Find out how to register and certificate candidates on line
- ***Events***  
Contains dates and information on the latest Centre events
- ***Online assessment***  
Contains information on how to register for GOLLA assessments.

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## Useful contacts

### UK learners

#### General qualification information

E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)

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### International learners

General qualification information

E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)

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### Centres

Exam entries, Registrations/enrolment, Certificates, Invoices, Missing or late exam materials, Nominal roll reports, Results

E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)

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### Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)

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### International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)

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### Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems

E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

E: [business\\_unit@cityandguilds.com](mailto:business_unit@cityandguilds.com)

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**If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email:**  
[feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)

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