

Unit Content

NCFE Level 3 Certificate in Supporting Teaching and Learning in Schools (501/0403/2)

April 2016

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Unit content

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

There's detailed information for each unit containing:

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)

The regulators' accredited unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for each unit.

For further information or guidance about this qualification contact our Research and Product Development team on 0191 239 8000.

Unit 01 Understand child and young person development (L/601/1693)

Guided learning hours	30
Credit value	4
Level	3
Mandatory/optional	Mandatory

The learner will:

- 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

The learner will:

- 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

The learner will:

- 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
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Unit 01 Understand child and young person development (L/601/1693) (cont'd)

The learner will:

- 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
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The learner will:

- 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
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Unit 02 Understand how to safeguard the wellbeing of children and young people (Y/601/1695)

Guided learning hours	25
Credit value	3
Level	3
Mandatory/optional	Mandatory

The learner will:

- 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

The learner will:

- 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
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Unit 02 Understand how to safeguard the wellbeing of children and young people (Y/601/1695) (cont'd)

The learner will:

- 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.
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The learner will:

- 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
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The learner will:

- 5 Understand how to respond to evidence or concerns that a child or young person has been bullied

The learner can:

- 5.1 Explain different types of bullying and the potential effects on children and young people
 - 5.2 Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place
 - 5.3 Explain how to support a child or young person and/or their family when bullying is suspected or alleged
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Unit 02 Understand how to safeguard the wellbeing of children and young people (Y/601/1695) (cont'd)

The learner will:

- 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.
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The learner will:

- 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:
 - social networking
 - internet use
 - buying online
 - using a mobile phone
-

Unit 03 Support children and young people's health and safety (D/601/1696)

Guided learning hours	15
Credit value	2
Level	3
Mandatory/optional	Mandatory

The learner will:

- 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

The learner will:

- 2 Be able to 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

The learner will:

- 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

Unit 03 Support children and young people's health and safety (D/601/1696) (cont'd)

The learner will:

- 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
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Unit 04 Engage in personal development in health, social care or children's and young people's settings (A/601/1429)

Guided learning hours	10
Credit value	3
Level	3
Mandatory/optional	Mandatory

The learner will:

- 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

The learner will:

- 2 Be able to 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

The learner will:

- 3 Be able to 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

The learner will:

- 4 Be able to 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

Unit 04 Engage in personal development in health, social care or children's and young people's settings (A/601/1429) (cont'd)

The learner will:

- 5 Be able to 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
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Unit 05 Support learning activities (F/601/4073)

Guided learning hours	20
Credit value	4
Level	3
Mandatory/optional	Mandatory

The learner will:

- 1 Be able to 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
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The learner will:

- 2 Be able to 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
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Unit 05 Support learning activities (F/601/4073) (cont'd)

The learner will:

- 3 Be able to 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:
 - literacy skills
 - numeracy skills
 - ICT skills
 - problem solving skills
 - 3.6 Explain the sorts of problems that might occur when supporting learning activities and how to deal with these
-

The learner will:

- 4 Be able to 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
-

The learner will:

- 5 Be able to 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:
 - provide feedback to learners on progress made
 - provide the teacher with constructive feedback on the learning activities
 - provide the teacher with feedback on learners' participation and progress
 - reflect on and improve own practice in supporting learning activities
-

Unit 05 Support learning activities (F/601/4073) (cont'd)

The learner will:

- 6 Be able to 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
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Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 1.3-1.5, 2.1-2.3, 3.1-3.5, 4.1-4.3 and 5.2 must be assessed in the workplace.

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

Unit 05 Support learning activities (F/601/4073) (cont'd)

Assessment guidance (cont'd)

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 06 Promote children and young people's positive behaviour (A/601/4069)

Guided learning hours	15
Credit value	3
Level	3
Mandatory/optional	Mandatory

The learner will:

- 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:
 - feel safe
 - make a positive contribution
 - develop social and emotional skills
 - understand expectations and limits
- 1.3 Explain the benefits of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting

The learner will:

- 2 Be able to 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
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Unit 06 Promote children and young people's positive behaviour (A/601/4069) (cont'd)

The learner will:

- 3 Be able to 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
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The learner will:

- 4 Be able to 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
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The learner will:

- 5 Be able to 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
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Unit 06 Promote children and young people's positive behaviour (A/601/4069) (cont'd)

Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2.2-2.5, 3.1-3.4, 4.1-4.5 and 5.1-5.4 must be assessed in the workplace.

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
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Unit 07 Develop professional relationships with children, young people and adults (H/601/4065)

Guided learning hours	10
Credit value	2
Level	3
Mandatory/optional	Mandatory

The learner will:

- 1 Be able to 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

The learner will:

- 2 Be able to 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:
 - the age and stage of development of the child or young person
 - the context of the communication
 - communication differences
 - 2.3 Demonstrate strategies and techniques to promote understanding and trust in communication with children and young people
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Unit 07 Develop professional relationships with children, young people and adults (H/601/4065) (cont'd)

The learner will:

- 3 Be able to 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:
 - cultural and social differences
 - the context of the communication
 - communication differences
 - 3.3 Demonstrate strategies and techniques to promote understanding and trust in communication with adults
 - 3.4 Use skills and techniques to resolve misunderstandings and conflicts constructively
 - 3.5 Explain when and how to refer other adults to further sources of information, advice or support
-

The learner will:

- 4 Be able to 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:
 - individuality, diversity and differences
 - feelings and points of view
 - 4.4 Demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves
 - 4.5 Provide encouragement and support for other adults in the setting to have positive relationships with children and young people
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Unit 07 Develop professional relationships with children, young people and adults (H/601/4065) (cont'd)

The learner will:

- 5 Be able to 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:
- sharing information
 - confidentiality
 - data protection
- 5.2 Demonstrate how to report and record information formally and informally in the appropriate way for the audience concerned

Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. All assessment criteria other than 3.5 must be assessed in the workplace.

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
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Unit 08 Promote equality, diversity and inclusion in work with children and young people (M/601/4070)

Guided learning hours	10
Credit value	2
Level	3
Mandatory/optional	Mandatory

The learner will:

- 1 Be able to 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

The learner will:

- 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

The learner will:

- 3 Be able to 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 08 Promote equality, diversity and inclusion in work with children and young people (M/601/4070) (cont'd)

Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 1.4, 1.5 and 3.3 must be assessed in the workplace.

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 is ensuring that discriminatory barriers to access are removed and allowing for children and young peoples' individual needs.

Anti-discriminatory practice is 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 is the process of identifying, understanding and breaking down barriers to participation and belonging.

Unit 09 Support assessment for learning (A/601/4072)

Guided learning hours	20
Credit value	4
Level	3
Mandatory/optional	Mandatory

The learner will:

- 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:
 - the teacher
 - the learners
 - the learning support practitioner

The learner will:

- 2 Be able to 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
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Unit 09 Support assessment for learning (A/601/4072) (cont'd)

The learner will:

- 3 Be able to 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:
 - reflect on their learning
 - identify the progress they have made
 - identify their emerging learning needs
 - identify the strengths and weaknesses of their learning strategies and plan how to improve them
-

The learner will:

- 4 Be able to contribute to reviewing assessment for learning

The learner can:

- 4.1 Provide feedback to the teacher on:
 - learner participation and progress in the learning activities
 - learners' engagement in and response to assessment for learning
 - learners' progress in taking responsibility for their own learning
 - 4.2 Use the outcomes of assessment for learning to reflect on and improve own contribution to supporting learning
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Unit 09 Support assessment for learning (A/601/4072) (cont'd)

Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2.1-2.5, 3.1-3.4, 4.1 and 4.2 must be assessed in the workplace.

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
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Unit 10 Communication and professional relationships with children, young people and adults (F/601/3327)

Guided learning hours	10
Credit value	2
Level	3
Mandatory/optional	Mandatory

The learner will:

- 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

The learner will:

- 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:
 - the age of the child or young person
 - the context of the communication
 - communication differences
 - 2.3 Explain the main differences between communicating with adults and communicating with children and young people
 - 2.4 Explain how to adapt communication to meet different communication needs of adults
 - 2.5 Explain how to manage disagreements with children, young people and adults
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**Unit 10 Communication and professional relationships with children, young people and adults
(F/601/3327) (cont'd)**

The learner will:

- 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
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Unit 11 Schools as organisations (A/601/3326)

Guided learning hours	15
Credit value	3
Level	3
Mandatory/optional	Mandatory

The learner will:

- 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
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The learner will:

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

The learner can:

- 2.1 Explain the strategic purpose of:
 - school governors
 - senior management team
 - other statutory roles eg SENCO
 - teachers
 - support staff roles
 - 2.2 Explain the roles of external professionals who may work with a school eg educational psychologist
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The learner will:

- 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
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Unit 11 Schools as organisations (A/601/3326) (cont'd)

The learner will:

- 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:
 - general bodies such as the Health and Safety Executive
 - school specific regulatory bodies
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The learner will:

- 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:
 - staff
 - pupil welfare
 - teaching and learning
 - equality, diversity and inclusion
 - parental engagement
 - 5.3 Evaluate how school policies and procedures may be developed and communicated
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The learner will:

- 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
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