

Section 1:

Qualification Overview

Qualification Overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This Qualification Specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 3 Award in Supporting Teaching and Learning in Schools.

About this qualification

The NCFE Level 3 Award in Supporting Teaching and Learning in Schools has been accredited by the qualifications regulators for England, Wales and Northern Ireland¹, and is part of the Qualifications and Credit Framework (QCF).

¹The qualifications regulators ('regulators') are Ofqual in England, DFES in Wales and CCEA in Northern Ireland.

Geographical coverage

This qualification has been accredited for use in England, Wales and Northern Ireland. We're able to provide the Qualification Specification and assessment materials in the Welsh and/or Irish language where requested and appropriate.

Things you need to know

- Qualification accreditation number: 501/0368/4
- Aim reference: 50103684
- Guided learning hours (GLH): 80
- QCF level: 3
- Qualification credit value: 12
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

Aims and Objectives of the qualification

This is a knowledge based qualification that will provide learners with a secure understanding from which to progress to a level 3 role. It is suitable for learners not yet in a school role but who have the capability to achieve at level 3, learners in a level 2 role wishing to demonstrate that they are ready for

progression to level 3, and as initial training for those newly in post at this level. This is a qualification intended to provide the underpinning knowledge and understanding for those with a role in directly working with children or young people in schools.

Entry guidance

This qualification is designed for learners aged 16 and above.

There aren't any specific recommended prior learning requirements for this qualification, however learners might find it helpful if they've already achieved a Level 2 qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same, or a similar title, as duplication of learning may affect funding levels.

Achieving this qualification

This qualification consists of 4 mandatory units:

- Unit 01 Understand child and young person development
- Unit 02 Understand how to safeguard the wellbeing of children and young people
- Unit 03 Communication and professional relationships with children, young people and adults
- Unit 04 Schools as organisations

Learning outcomes and assessment criteria for each unit are provided in Section 3 page 12.

To be awarded the NCFE Level 3 Award in Supporting Teaching and Learning in Schools learners are required to successfully complete the 4 mandatory units with a total credit value of 12.

To achieve the NCFE Level 3 Award in Supporting Teaching and Learning in Schools, learners must successfully

demonstrate their achievement of all learning outcomes and assessment criteria detailed in this Qualification Specification. Grades are **not** awarded.

Learners who aren't successful can resubmit work within the registration period, however, a charge may apply. A Credit and Unit Summary Certificate can be requested for learners who don't achieve the full certificate but who have achieved at least one whole unit.

Progression opportunities

Learners who achieve this qualification could progress to:

- NCFE Level 3 Certificate in Cover Supervision of Pupils in Schools
- NCFE Level 3 Certificate in Supporting Teaching and Learning in Schools
- NCFE Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

This qualification also allows progression into the workforce.

Credit Transfer

One of the benefits of the QCF is that learners can transfer credit from one qualification to another. Learners who've already achieved one or more of the units included in this qualification elsewhere can transfer the credit already achieved. Simply let us know which units are being achieved by credit transfer on the Certificate Claim Form.

Please see [The register of Regulated Qualifications](#) for information about the units in this qualification.

Accreditation and certification end dates

All qualifications on the QCF have accreditation and certification end dates to ensure that qualifications remain current and valid. The accreditation end date is the last date we can register learners on a qualification, and the certification end date is the last date that learners can be certificated.

Learners have up to 3 years after the accreditation end date to complete this qualification and claim their certificate (unless

the certification end date passes before the end of the 3 year period). For further information about accreditation and certification end dates please refer to the information about this qualification on our website www.ncfe.org.uk or alternatively you can check the information on The Register of Regulated Qualifications at <http://register.ofqual.gov.uk/>.

What happens at the end of an accreditation period?

We review qualifications that are near the end of their accreditation period, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'd apply to the regulators for an extension to the accreditation period. If an accreditation period is extended the certification period will also change.

We'll post information relating to changes or extensions to qualifications on our website www.ncfe.org.uk, and centres approved to offer the qualification will be kept updated.

Resource requirements

There aren't any specific resource requirements for this qualification.

For staffing resources required for this qualification, please refer to our Occupational Competence Guidelines, available on our website www.ncfe.org.uk.

Support for centres

There are a number of documents available that you might find useful. These are available to download from our website www.ncfe.org.uk, or can be requested from the Centre Support team on 0191 239 8000 or by emailing info@ncfe.org.uk.

Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre, to registering your learners, claiming certificates for your learners and everything in between. Centres must seek approval to offer a qualification; only learners from approved centres can be certificated.

Directory of Products and Services

This provides summary information about all of NCFE's qualifications and awards including mandatory and optional units, learner registration and certification fees and assessment information.

Fees and Pricing

Published in the spring for the forthcoming academic year.

Occupational Competence Guidelines

Provides details of qualifications and experience required for Assessors and Internal Moderators/Verifiers of NCFE qualifications and awards.

Assessment Guidance

The assessment guidance for the qualification is outlined in the Assessment guidance/guidance for centres document which can be found on our website www.ncfe.org.uk.

Training and support

We can provide training sessions for Assessors and Internal Moderators who may not hold the A1 and V1 Assessment and Verification units. Training is also available for portfolio building as well as bespoke subject specific training. For further information please contact our Quality Assurance team on 0191 239 8000.

Support for learners

Candidate Learning Log (CLL)

This gives information about the qualification and can help learners keep track of their work. CLLs can be downloaded free of charge from www.ncfe.org.uk. Learners don't have to use the CLL, instead you can devise your own materials.

Any materials you produce should allow learners to track their achievement against each required learning outcome and assessment criteria and include:

- information on the content, availability and location of NCFE's procedures and policies

- advice on support mechanisms for learners who are experiencing difficulties with their studies
- a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement for each unit.

Links to National Skills Standards

This qualification is mapped to the 2004 Key Skills standards. The complete standards and guidance documents are available from QCDA. We've also highlighted where learning opportunities for the Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- Communication/Literacy/English skills
- Application of Number/Numeracy/Maths skills
- Information and Communication Technology skills

The activities learners carry out whilst completing this qualification could help prepare them for their Basic Skills or Functional Skills assessments.

Section 4 page 40 shows how evidence can be generated for Key Skills through this qualification. The aim has been to target Level 3 Key Skills although work can be designed for other levels, depending on the needs of individual learners or groups.

It's not a mandatory requirement of the NCFE Level 3 Award in Supporting Teaching and Learning in Schools to complete a Key Skills portfolio. However, while completing this qualification, learners will generate portfolio evidence which could be used towards certain components of a Key Skills qualification.

If a learner wishes to be assessed for a Key Skills qualification, they must complete a portfolio of evidence, as well as achieve the relevant Key Skills external assessment paper before applying for certification.

Once a whole qualification has been assessed and achieved, certification can then be requested.

If a learner wishes to gain a Basic Skills or Functional Skills

qualification, they must successfully pass the relevant Basic Skills or Functional Skills assessment.

This section indicates where, within this qualification, opportunities exist to generate evidence for a Key Skills portfolio, indicating where each piece of evidence is intrinsic or requires some further activity.

NB The information in Section 4 indicates where evidence is likely to occur. It is the Assessor's role to assess the Key Skills evidence against the criteria.

We've also shown in Section 4 where the qualification presents opportunities for learners to gather evidence towards the personal, learning and thinking skills (PLTS) framework.

Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The NCFE Level 3 Award in Supporting Teaching and Learning in Schools has been mapped against the relevant supporting teaching and learning in schools NOS. More detailed mapping is provided in Section 5 page 43.

Section 2:

Assessment and Moderation

Assessment and Moderation

How the qualification is assessed

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

Internal Assessment

The NCFE Level 3 Award in Supporting Teaching and Learning in Schools is internally assessed.

Each candidate is required to create a portfolio of evidence which demonstrates achievement of all learning outcomes and assessment criteria associated with each unit. Learning outcomes and assessment criteria specify what each candidate has to achieve and are included within Section 3 of this Qualification Specification.

The main pieces of evidence for the portfolio could include:

- Assessor observation – completed observational checklists and related action plans
- witness testimony
- candidate product
- worksheets
- assignments/projects/reports
- professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL)

Evidence may be drawn from actual or simulated situations, where appropriate.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid, reliable and maintain the integrity of the assessment and of the standards required of the qualification. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that candidates have achieved all

learning outcomes and assessment criteria related to the unit being assessed prior to deciding whether candidates have been successful. Assessors are also responsible for supporting candidates through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

The assessment arrangements for this qualification are in accordance with the criteria set out by the regulatory authorities.

How does moderation work?

What is Moderation?

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately

We do this by:

- internal moderation - which you carry out
- external moderation - which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

If you'd like to know more about the responsibilities of Assessors, Internal and External Moderators please refer to our Centre Support Guide.

Section 3:

Structure and Content

Structure and Content

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

The unit summary provides an overview of each unit including:

- the unit title
- the unit overview
- guided learning hours
- an indication of whether the unit is mandatory or optional
- credit value
- level

Following the unit summary there's detailed information for each unit containing:

- the unit number and title
- learning outcomes (the learner will) and assessment criteria (the learner can)
- suggested types of evidence for internal assessment

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

Unit Summaries

Unit 01

Understand child and young person development (regulators' unit accreditation no. L/601/1693)

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 peoples development.

Guided learning hours: 30

Credit value: 4

Level: 3

This unit is **mandatory**

Unit 02

Understand how to safeguard the wellbeing of children and young people (regulators' unit accreditation no. Y/601/1695)

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

Guided learning hours: 25

Credit value: 3

Level: 3

This unit is **mandatory**

Unit 03

Communication and professional relationships with children, young people and adults

(regulators' unit accreditation no. F/601/3327)

This unit provides the knowledge and understanding which underpins effective

communication and professional relationships with children, young people and adults.

Guided learning hours: 10

Credit value: 2

Level: 3

This unit is **mandatory**

Unit 04

Schools as organisations

(regulators' unit accreditation no. A/601/3326)

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.

Guided learning hours: 15

Credit value: 3

Level: 3

This unit is **mandatory**

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

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

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

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

Assessment Guidance - Unit 01

Chart, Time line

Type of evidence: Chart, time line

Assessment criteria: 1.1

Additional information: Use of books, magazines, web based research to identify main food groups, nutrients, portion sizes appropriate to the 0-3 and 3-5 age range.

Written tasks, Questions and answers (oral/written), Case Studies

Type of evidence: Written tasks, questions and answers (oral/written), case studies

Assessment criteria: 1.2

Additional information: To include all areas of stages of development.

Written task, Case studies, Flow chart, Group discussion

Type of evidence: Written task, case studies, flow chart, group discussion

Assessment criteria: 2.1 and 2.2

Additional information: To be supported by individual candidate report.

Research task, Report, Written notes

Type of evidence: Research task, report, written notes

Assessment criteria: 2.3

Written task, Assignment, Group activity, Internet search, Research project

Type of evidence: Written task, assignment, group activity, internet search, research project

Assessment criteria: 3.1

Additional information: To include medical checks, academical tests, educational/psychological measurements and test, observational checks and parent/carers perspectives.

Research tasks, Case studies, Literature review, Spidergram	Type of evidence: Research tasks, case studies, literature review, spidergram Assessment criteria: 3.2 and 3.3
Chart, List of support groups, Case studies	Type of evidence: Chart, list of support groups, case studies Assessment criteria: 3.4
Written report, Assignment, task	Type of evidence: Written report, assignment, task Assessment criteria: 4.1
Spidergram, Case studies, Review of Multi-Agency report (real or centre designed), Written report	Type of evidence: Spidergram, case studies, review of Multi-Agency report (real or centre designed), written report Assessment criteria: 4.2
Diagram, Chart, Leaflet for parents, List of resources	Type of evidence: Diagram, chart, leaflet for parents, list of resources Assessment criteria: 4.3
List with examples, Group/paired activity (Presentation,Powerpoint, Poster etc), Spidergram	Type of evidence: List with examples, group/paired activity (presentation,Powerpoint, poster etc), spidergram Assessment criteria: 5.1

**Case studies,
Written report,
Evaluation of
group
discussion/activity**

Type of evidence: Case studies, written report, evaluation of group discussion/activity

Assessment criteria: 5.2

Additional information: A brief explanation of the negative effects identified will enhance the evaluation for 5.2

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

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

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

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

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

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

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:

- a) social networking
 - b) internet use
 - c) buying online
 - d) using a mobile phone.
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Assessment Guidance - Unit 02

Research task, Written list, Bullet points

Type of evidence: Research task, written list, bullet points

Assessment criteria: 1.1

Additional information: To include:

- Working Together to Safeguard Children 1999 & 2006
- Childrens Act 1989 & 2004
- Laming & Bishard Enquiries
- Every Child Matters
- Children (Northern Ireland) Order 1995

Assignment task, Written report

Type of evidence: Assignment task, written report

Assessment criteria: 1.2

Additional information: To include:

- Staying Safe Action Plan
- Vetting, Barring Schemes – ISA, CRB

Policy review, Case studies, Detailed reports, Lines of responsibility diagram

Type of evidence: Policy review, case studies, detailed reports, lines of responsibility diagram

Assessment criteria: 1.3

Timelines, Case Studies, Evaluation of reports eg Laming, Bichard

Type of evidence: Timelines, case studies, evaluation of reports eg Laming, Bichard

Assessment criteria: 1.4

Review of EYFS statutory framework, Discussion, Written reports

Type of evidence: Review of EYFS statutory framework, discussion, written reports

Assessment criteria: 1.5

Written assignment, Research task, Analysis of abuse statistics

Type of evidence: Written assignment, research task, analysis of abuse statistics

Assessment criteria: 2.1

Additional information: To include children with disabilities eg Cawson Case Study 2000 and DOH 2003 & 2006

Evaluation of ECM outcomes, United Nations Convention on the rights of the child (article 13), Childrens plan, Case studies

Type of evidence: Evaluation of ECM outcomes, United Nations Convention on the rights of the child (article 13), childrens plan, case studies

Assessment criteria: 2.2

Review of 'Working Together' principles and partners, Group activity, Presentation (Powerpoint, poster, information booklet)

Type of evidence: Review of 'Working Together' principles and partners, group activity, presentation (Powerpoint, poster, information booklet)

Assessment criteria: 2.3

**List of organisations,
Case studies,
Role play,
Simulated case conference,
Written report**

Type of evidence: List of organisations, case studies, role play, simulated case conference, written report

Assessment criteria: 2.4

**Written report,
Question and answer, Review of case studies**

Type of evidence: Written report, Question and answer, Review of case studies

Assessment criteria: 3.1

List and description of policies and procedures (real or centre designed), Safe environment task, Question and answer

Type of evidence: List and description of policies and procedures (real or centre designed), safe environment task, question and answer

Assessment criteria: 3.2

**Written task,
Group activity,
Case studies,
Role play, Peer evaluation**

Type of evidence: Written task, group activity, case studies, role play, peer evaluation

Assessment criteria: 3.3

Additional information: To include:

UK Public Interest Disclosure Act 1998

**Group activity,
Diagram, Case
studies, Product
of work**

Type of evidence: Group activity, diagram, case studies, product of work

Assessment criteria: 3.3 and 3.4

Additional information: eg advice leaflet for new staff

**Body maps, Case
studies,
Completed
reports, Lines of
responsibility
checklist, Flow
chart, Diagram,
Written report**

Type of evidence: Body maps, case studies, completed reports, lines of responsibility checklist, flow chart, diagram, written report

Assessment criteria: 4.1

**Case studies,
Completed
reports, Lines of
responsibility
checklist,
Flowchart,
Diagram, Written
report**

Type of evidence: Case studies, completed reports, lines of responsibility checklist, flowchart, diagram, written report

Assessment criteria: 4.2

**Written task, Case
study, Product of
work (list or
bullet points)**

Type of evidence: Written task, case study, product of work (list or bullet points)

Assessment criteria: 4.3

**Group discussion,
Case studies,
Spider diagram,
Written task,
Questions**

Type of evidence: Group discussion, case studies, spider diagram, written task, questions

Assessment criteria: 5.1

Additional information: To include: Physical, emotional, verbal , technological (cyber bullying via internet, phone),

individual, group, gender based, racist etc.

Review of policies & procedures guidance for schools, Research task (internet, text, articles), Case studies, Checklist for new staff

Type of evidence: Review of policies & procedures guidance for schools, research task (internet, text, articles), case studies, checklist for new staff

Assessment criteria: 5.2 and 5.3

Additional information: To include:

- Safe to learn
- Embedding anti-bullying work in schools
- Department for Children Schools and Families 2007

Group activity/discussion, Written report

Type of evidence: Group activity/discussion, written report
Assessment criteria: 6.1

Case study, Questions (written), Individual report

Type of evidence: Case study, Questions (written), individual report

Assessment criteria: 6.2

Written report, Discussion

Type of evidence: Written report, discussion

Assessment criteria: 6.3

Group/paired activity, Presentation, Advice leaflet for children, Review and list of support services

Type of evidence: Group/paired activity, presentation, advice leaflet for children, review and list of support services

Assessment criteria: 6.4

**Case studies,
Recorded
discussion,
Research task,
Safety booklet**

Type of evidence: Case studies, recorded discussion, research task, safety booklet

Assessment criteria: 7.1

Additional information: To include:

Byron Review 2008

**Worksheets,
Group/paired
activities,
Presentation
(oral/visual),
E-Safety booklet
for parents**

Type of evidence: Worksheets, group/paired activities, presentation (oral/visual), E-Safety booklet for parents

Assessment Criteria: 7.2

Additional information: To include:

a) Cyberbullying, grooming, exploitation, site blocking measures.

b) Exploitation, grooming, access to unsuitable sites/materials, supervised use, siting of computers.

c) Identity theft, credit card fraud, unregulated and illegal items, mentoring and blocking techniques.

d) Medical concerns, personal protections, supplying personal information, text bullying, stalking, grooming.

Unit 03 Communication and professional relationships with children, young people and adults (F/601/3327)

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:

- 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

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

Assessment Guidance - Unit 03

**Written task,
Assignment,
Spider diagram,
Personal
examples**

Type of evidence: Written task, assignment, spider diagram, personal examples

Assessment criteria: 1.1

**Spider diagram,
List, Case studies,
Written task**

Type of evidence: Spider diagram, list, case studies, written task

Assessment criteria: 1.2

Additional information: Written task could cover different age ranges (children and young people) and variety of adults with whom you may communicate and work.

**Written task,
Worksheets, Role
play**

Type of evidence: Written task, worksheets, role play

Assessment criteria: 1.3

**List, Bullet points,
Diagram,
Personal
examples**

Type of evidence: List, bullet points, Diagram, personal examples

Assessment criteria: 2.1

**Written task, Role
play,
Demonstration
with peers'
assessment,
Personal
examples of
needs and
interests, Case**

Type of evidence: Written task, role play, demonstration with peers' assessment, personal examples of needs and interests, case studies

Assessment criteria: 2.2

studies

**Written task,
Question and
answer (written),
Worksheet,
Comparison chart**

Type of evidence: Written task, question and answer (written), worksheet, comparison chart

Assessment criteria: 2.3 and 2.4

Additional information: The comparison chart can be linked to evidence from 1.1, 1.2, 1.3.

**Role play, Case
studies, Written
report, Personal
examples**

Type of evidence: Role play, case studies, written report, personal examples

Assessment criteria: 2.5

**Flow chart,
Diagram, Written
summary**

Type of evidence: Flow chart, diagram, written summary

Assessment criteria: 3.1

Additional information: The written summary could include written, electronic, oral, photographic information.

**Case studies,
Role play, Written
report, Disclosure
procedure review,
Best practices
checklist,
Questions
(checklist)**

Type of evidence: Case studies, role play, written report, disclosure procedure review, best practices checklist, questions (checklist)

Assessment criteria: 3.2 and 3.3

Unit 04 Schools as organisations (A/601/3326)

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

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:

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

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

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:

a) general bodies such as the Health and Safety Executive

b) school specific regulatory bodies

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:

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

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

Assessment Guidance - Unit 04

**List, Diagram,
Hierarchy chart,
Written
evaluation**

Type of evidence: List, diagram, hierarchy chart, written evaluation

Assessment criteria: 1.1, 1.2 and 1.3

Additional information: To include Early Years Provision, Mainstream, Public, Religious and Special Provisions and Post 16 Options

**Written report,
Interviews,
Research task**

Type of evidence: Written report, interviews, research task

Assessment criteria: 2.1 and 2.2

**Review and
evaluation of
Mission
Statements,
Discussion,
Thought shower,
Written task**

Type of evidence: Review and evaluation of Mission Statements, discussion, thought shower, written task

Assessment criteria: 3.1 and 3.2

Additional information: To include consideration of religious, cultural and demographic differences.

**Research task,
Spider diagram,
Written report**

Type of evidence: Research task, spider diagram, written report

Assessment criteria: 4.1, 4.2 and 4.3

**List, Chart,
Policies,
Worksheets,
Group/paired
activity,
Presentation,
Report of activity,**

Type of evidence: List, chart, policies, worksheets, group/paired activity, presentation, report of activity, questions (oral/written)

Assessment criteria: 5.1, 5.2 and 5.3

Questions (oral/written)

Chart, Spider diagram, Graph, Written task, Research assignment

Type of evidence: Chart, spider diagram, graph, written task, research assignment

Assessment criteria: 6.1, 6.2 and 6.3

Additional information: To include Web, Text, Articles. OFSTED, DCSF, EPPE, ECM, Youth Justice Teams And cover England, Scotland, Wales and Northern Ireland and multi agency teams.

Section 4:

Links to National Skills Standards

Links to National Skills Standards

The information below shows where evidence for Key Skills can be gained.

We've also highlighted where learning opportunities for the Key Skills and Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Key Skills or Functional Skills assessments.

We've also highlighted which of the Personal, Learning and Thinking Skills (PLTS) links into the units of the qualifications.

For further information please contact a member of the Research and Product Development team.

Communication / English	Unit 01, Unit 02, Unit 03 and Unit 04
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Application of Number / Maths	Unit 01 and Unit 02
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ICT	Unit 01, Unit 02, Unit 03 and Unit 04
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Working with others	Unit 01, Unit 02, Unit 03 and Unit 04
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Improving own learning and performance	Unit 01 and Unit 02
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Problem solving	Unit 01, Unit 02 and Unit 04
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PLTS Independent enquirers	Unit 01, Unit 02, Unit 03 and Unit 04
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PLTS Creative thinkers Unit 01, Unit 02 and Unit 03

PLTS Reflective learners Unit 01, Unit 02 and Unit 03

PLTS Team workers Unit 01, Unit 02, Unit 03 and Unit 04

PLTS Self-managers Unit 01 and Unit 02

PLTS Effective participators Unit 01, Unit 02, Unit 03 and Unit 04

Section 5:

Links to National Occupational Standards

Links to National Occupational Standards

We've mapped this qualification against National Occupational Standards (NOS) in supporting teaching and learning in schools. As they complete this qualification, learners may be able to gather evidence that can be used towards the knowledge requirements of a relevant N/SVQ or other qualification as appropriate.

NB Centres may accredit prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of the N/SVQ. Where Accreditation of Prior Learning (APL) is to be used extensively (for a whole unit or more) advice must be given by a qualified APL Advisor.

The Training and Development Agency (TDA) Standards for supporting teaching and learning in schools

Unit 01 Understand child and young person development

STL 2 - Support children's development
STL 9 - Observe and report on pupil performance
STL 10 - Support children's play and learning
STL 22 - Reflect on and develop practice
STL 29 - Observe and promote pupil performance and development

Unit 02 Understand how to safeguard the wellbeing of children and young people

STL 3 - Help to keep children safe
STL 31 - Prepare and maintain the learning environment
STL 46 - Work with young people to safeguard their welfare

Unit 03 Communication and professional relationships with children, young people and

STL 4 - Contribute to positive relationships
STL 5 - Contribute to improving attendance
STL 20 - Develop and promote positive relationships
STL 45 - Promote children's well-being and resilience
STL 60 - Liaise with parents, carers and families

adults

STL 62 - Develop and maintain working relationships with other practitioners

Unit 04 Schools as organisations

STL 3 - Help to keep children safe

STL 4 - Contribute to positive relationships

STL 5 - Contribute to improving attendance

STL 20 - Develop and promote positive relationships

STL 21 - Support the development and effectiveness of work teams

STL 31 - Prepare and maintain the learning environment

STL 55 - Contribute to maintaining pupil records

STL 60 - Liaise with parents, carers and families

STL 62 - Develop and maintain working relationships with other practitioners
