

## Unit Content

**NCFE Level 3 Diploma in Specialist Support for Teaching and Learning in Schools (501/0813/X)**

**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.

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

|                              |           |
|------------------------------|-----------|
| <b>Guided learning hours</b> | 30        |
| <b>Credit value</b>          | 4         |
| <b>Level</b>                 | 3         |
| <b>Mandatory/optional</b>    | 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
-

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

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
-

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

|                              |           |
|------------------------------|-----------|
| <b>Guided learning hours</b> | 25        |
| <b>Credit value</b>          | 3         |
| <b>Level</b>                 | 3         |
| <b>Mandatory/optional</b>    | 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

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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
-

## 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
- 

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
-

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

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 well-being

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

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

|                              |           |
|------------------------------|-----------|
| <b>Guided learning hours</b> | 15        |
| <b>Credit value</b>          | 2         |
| <b>Level</b>                 | 3         |
| <b>Mandatory/optional</b>    | 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

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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
-

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

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 examples from own practice of supporting children or young people to assess and manage risk
- 

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
-

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

|                              |           |
|------------------------------|-----------|
| <b>Guided learning hours</b> | 10        |
| <b>Credit value</b>          | 3         |
| <b>Level</b>                 | 3         |
| <b>Mandatory/optional</b>    | 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
-

**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:

- 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
- 

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
-

### Unit 05 Support learning activities (F/601/4073)

|                              |           |
|------------------------------|-----------|
| <b>Guided learning hours</b> | 20        |
| <b>Credit value</b>          | 4         |
| <b>Level</b>                 | 3         |
| <b>Mandatory/optional</b>    | 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
- 

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
-

## 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
- 

### 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)

|                              |           |
|------------------------------|-----------|
| <b>Guided learning hours</b> | 15        |
| <b>Credit value</b>          | 3         |
| <b>Level</b>                 | 3         |
| <b>Mandatory/optional</b>    | Mandatory |

The learner will:

- 1 Understand policies and procedures for promoting children and young people's positive behavior

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 behavior 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
-

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

The learner will:

- 3 Be able to manage inappropriate behavior

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
- 

The learner will:

- 4 Be able to respond to challenging behavior

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
-

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

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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### 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
-

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

|                              |           |
|------------------------------|-----------|
| <b>Guided learning hours</b> | 10        |
| <b>Credit value</b>          | 2         |
| <b>Level</b>                 | 3         |
| <b>Mandatory/optional</b>    | 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
-

### **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:

- 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
-

## **Unit 07 Develop professional relationships with children, young people and adults (H/601/4065) (cont'd)**

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
- 

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
-

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

### 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
-

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

|                              |           |
|------------------------------|-----------|
| <b>Guided learning hours</b> | 10        |
| <b>Credit value</b>          | 2         |
| <b>Level</b>                 | 3         |
| <b>Mandatory/optional</b>    | 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, 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)

|                              |           |
|------------------------------|-----------|
| <b>Guided learning hours</b> | 20        |
| <b>Credit value</b>          | 4         |
| <b>Level</b>                 | 3         |
| <b>Mandatory/optional</b>    | 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
-

### 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
-

## 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
-

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

|                              |           |
|------------------------------|-----------|
| <b>Guided learning hours</b> | 10        |
| <b>Credit value</b>          | 2         |
| <b>Level</b>                 | 3         |
| <b>Mandatory/optional</b>    | 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
-

**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
-

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

|                              |           |
|------------------------------|-----------|
| <b>Guided learning hours</b> | 15        |
| <b>Credit value</b>          | 3         |
| <b>Level</b>                 | 3         |
| <b>Mandatory/optional</b>    | 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
- 

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
- 

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
-

### 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
- 

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
- 

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
-

## Unit 12 Support children's speech, language and communication (T/600/9789)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 30       |
| <b>Credit value</b>          | 4        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 1 Understand the importance of speech, language and communication for children's overall development

The learner can:

- 1.1 Explain each of the terms:
  - speech
  - language
  - communication
  - speech, language and communication needs
- 1.2 Explain how speech, language and communication skills support each of the following areas in children's development:
  - learning
  - emotional
  - behaviour
  - 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

---

The learner will:

- 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
-

## Unit 12 Support children's speech, language and communication (T/600/9789) (cont'd)

The learner will:

- 3 Be able to 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:
    - age
    - specific needs
    - abilities
    - home language where this is different to that of setting
    - 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:
    - 1:1 basis
    - groups
  - 3.4 Evaluate the effectiveness of speech, language and communication support for children in own setting
- 

The learner will:

- 4 Be able to 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
- 

### Assessment 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 QCF Assessment Principles.

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### Unit 13 Plan and deliver learning activities under the direction of a teacher (D/601/7711)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 21       |
| <b>Credit value</b>          | 4        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 1 Be able to 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:
  - individual learners
  - 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

---

The learner will:

- 2 Be able to deliver learning activities

The learner can:

- 2.1 Demonstrate the use of teaching and learning methods to:
    - meet the agreed learning objectives and intended outcomes
    - maintain learners' motivation and interest
    - support and challenge learners
    - 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
-

### **Unit 13 Plan and deliver learning activities under the direction of a teacher (D/601/7711) (cont'd)**

The learner will:

- 3 Be able to 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

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#### **Assessment guidance**

Partnership working is working with the teacher to support teaching and learning, for example in whole-class plenary sessions.

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#### Unit 14 Support literacy development (M/601/7714)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 18       |
| <b>Credit value</b>          | 3        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 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
- 

The learner will:

- 2 Be able to 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
- 

The learner will:

- 3 Be able to 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 14 Support literacy development (M/601/7714) (cont'd)

### Assessment 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
-

### Unit 15 Support numeracy development (A/601/7716)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 18       |
| <b>Credit value</b>          | 3        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 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
- 

The learner will:

- 2 Be able to 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
- 

The learner will:

- 3 Be able to 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 15 Support numeracy development (A/601/7716) (cont'd)

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 includes 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.

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### Unit 16 Support teaching and learning in a curriculum area (J/601/7718)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 12       |
| <b>Credit value</b>          | 3        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 1 Be able to 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:
  - contribute to the planning, delivery and evaluation of learning activities or lessons
  - support learners in developing knowledge, understanding and skills in the curriculum area
  - help learners address errors or misconceptions in understanding the principles and concepts of the subject area

---

The learner will:

- 2 Be able to 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
-

## Unit 16 Support teaching and learning in a curriculum area (J/601/7718) (cont'd)

The learner will:

- 3 Be able to 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

---

### Assessment 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 through eg:

- research
  - observing lessons
  - school-based development opportunities
  - external development programmes
  - journals and reports
-

### Unit 17 Support delivery of the 14-19 curriculum (F/601/7720)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 15       |
| <b>Credit value</b>          | 3        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 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 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
- 

The learner will:

- 2 Be able to 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
- 

The learner will:

- 3 Be able to 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 well-being 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 17 Support delivery of the 14-19 curriculum (F/601/7720) (cont'd)

### Assessment 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

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### Unit 18 Provide literacy and numeracy support (L/601/7722)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 16       |
| <b>Credit value</b>          | 3        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 1 Be able to 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':
  - literacy and numeracy skills
  - learning targets
  - literacy and numeracy support needs
- 1.3 Obtain and interpret information about:
  - the teaching and learning objectives of learning activities
  - the literacy and numeracy demands of learning activities

---

The learner will:

- 2 Be able to 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

---

The learner will:

- 3 Be able to 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 18 Provide literacy and numeracy support (L/601/7722) (cont'd)

### Assessment guidance

Literacy unites the important skills of reading, writing, speaking/talking and listening. 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

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

## **Unit 18 Provide literacy and numeracy support (L/601/7722) (cont'd)**

### **Assessment guidance (cont'd)**

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
-

### Unit 19 Support gifted and talented learners (R/601/7723)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 21       |
| <b>Credit value</b>          | 4        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 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:
  - within the setting
  - outside of the setting

---

The learner will:

- 2 Be able to 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:
    - add breadth and depth
    - accelerate the pace of learning
    - develop higher-order learning skills
    - promote independent learning
    - support reflection and self-evaluation
    - maintain learners' motivation and interest
  - 2.4 Select and prepare learning resources relevant to:
    - the learners' needs, interests and abilities
    - the enriched teaching and learning objectives
-

### Unit 19 Support gifted and talented learners (R/601/7723) (cont'd)

The learner will:

- 3 Be able to 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 19 Support gifted and talented learners (R/601/7723) (cont'd)

### Assessment guidance

Gifted learners such as 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 include 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 to include, 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

## Unit 20 Support bilingual learners (Y/601/7724)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 23       |
| <b>Credit value</b>          | 4        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 1 Be able to interact with bilingual learners

The learner can:

- 1.1 Interact with bilingual learners in a way that:
    - demonstrates respect for their first or home language(s), values, culture and beliefs
    - shows sensitivity to individual needs
    - 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
- 

The learner will:

- 2 Be able to 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
-

## Unit 20 Support bilingual learners (Y/601/7724) (cont'd)

The learner will:

- 3 Be able to 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:
    - the learning activities
    - language development
    - subject knowledge, understanding and skills
-

## Unit 20 Support bilingual learners (Y/601/7724) (cont'd)

### Assessment 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 21 Provide bilingual support for teaching and learning (D/601/7725)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 32       |
| <b>Credit value</b>          | 6        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 1 Be able to 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 well-being needs of the learner
- 1.5 Provide information and support to relevant people to help them in meeting the learning, language development and well-being needs of the learner

---

The learner will:

- 2 Be able to 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
-

## Unit 21 Provide bilingual support for teaching and learning (D/601/7725) (cont'd)

The learner will:

- 3 Be able to support communication with families of bilingual learners

The learner can:

- 3.1 Interact with families of bilingual learners in a way that:
- demonstrates a non-judgemental attitude
  - values diversity
  - recognises cultural, religious and ethnic differences
  - 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 well-being 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
- 

The learner will:

- 4 Be able to contribute to reviews of communication with families of bilingual learners

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 21 Provide bilingual support for teaching and learning (D/601/7725) (cont'd)

### Assessment 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 is 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

## Unit 21 Provide bilingual support for teaching and learning (D/601/7725) (cont'd)

### Assessment guidance (cont'd)

Personalised learning is 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 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 22 Support individuals to meet personal care needs (F/601/8060)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 16       |
| <b>Credit value</b>          | 2        |
| <b>Level</b>                 | 2        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 1 Be able to 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
- 

The learner will:

- 2 Be able to 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
- 

The learner will:

- 3 Be able to 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
-

## Unit 22 Support individuals to meet personal care needs (F/601/8060) (cont'd)

The learner will:

- 4 Be able to 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
- 

The learner will:

- 5 Be able to support individuals to manage their personal appearance

The learner can:

- 5.1 Provide support to enable individuals 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
- 

The learner will:

- 6 Be able to 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 23 Support disabled children and young people and those with special educational needs  
(H/601/7726)**

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 24       |
| <b>Credit value</b>          | 5        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 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

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The learner will:

- 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
-

### **Unit 23 Support disabled children and young people and those with special educational needs (H/601/7726) (cont'd)**

The learner will:

- 3 Be able to 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
- 

The learner will:

- 4 Be able to 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
-

### **Unit 23 Support disabled children and young people and those with special educational needs (H/601/7726) (cont'd)**

The learner will:

- 5 Be able to 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

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#### **Assessment guidance**

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 is 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 includes anything that prevents a child or young person participating fully in activities and experiences offered by the setting or service

## **Unit 23 Support disabled children and young people and those with special educational needs (H/601/7726) (cont'd)**

### **Assessment guidance (cont'd)**

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, 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.

Inclusion is 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 24 Support children and young people with behaviour, emotional and social development needs (Y/601/7707)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 25       |
| <b>Credit value</b>          | 4        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 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

---

The learner will:

- 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
-

## **Unit 24 Support children and young people with behaviour, emotional and social development needs (Y/601/7707) (cont'd)**

The learner will:

- 3 Be able to 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

---

The learner will:

- 4 Be able to 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 co-operation 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:
  - children and young people
  - 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

## **Unit 24 Support children and young people with behaviour, emotional and social development needs (Y/601/7707) (cont'd)**

The learner will:

- 5 Be able to 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:
    - communicate their feelings, needs and ideas
    - make their own decisions
    - 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 24 Support children and young people with behaviour, emotional and social development needs (Y/601/7707) (cont'd)**

### **Assessment 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 are 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 25 Support learners with cognition and learning needs (M/601/8121)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 21       |
| <b>Credit value</b>          | 4        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 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

---

The learner will:

- 2 Be able to 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
-

## Unit 25 Support learners with cognition and learning needs (M/601/8121) (cont'd)

The learner will:

- 3 Be able to 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
- 

### Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2.2-2.4 and 3.1-3.5 must be assessed in the workplace.

Cognition and learning needs are 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 include materials, equipment (including ICT), software, books and other written materials (eg. handouts, worksheets), DVDs, etc. that are required to support teaching and learning.

## Unit 25 Support learners with cognition and learning needs (M/601/8121) (cont'd)

### Assessment guidance (cont'd)

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 include 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 26 Support learners with communication and interaction needs (K/601/8134)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 21       |
| <b>Credit value</b>          | 4        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 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

---

The learner will:

- 2 Be able to 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
-

## Unit 26 Support learners with communication and interaction needs (K/601/8134) (cont'd)

The learner will:

- 3 Be able to 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:
  - contribute to conversations and discussions with others
  - 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

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### Assessment guidance

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

Learners with communication and interaction needs are 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

## Unit 26 Support learners with communication and interaction needs (K/601/8134) (cont'd)

### Assessment guidance (cont'd)

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 27 Support learners with sensory and/or physical needs (M/601/8135)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 21       |
| <b>Credit value</b>          | 4        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 1 Understand the impact of physical, motor and/or sensory disability on children and young people

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:
  - long-standing or progressive conditions
  - 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

---

The learner will:

- 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
-

### Unit 27 Support learners with sensory and/or physical needs (M/601/8135) (cont'd)

The learner will:

- 3 Be able to 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
- 

The learner will:

- 4 Be able to 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:
    - minimise distractions
    - minimise disruptions to normal routines and schedules
    - 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 27 Support learners with sensory and/or physical needs (M/601/8135) (cont'd)

### Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 3.1-3.5, 4.1, 4.2 and 4.4 must be assessed in the workplace.

Learners with sensory and/or physical needs are 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 is 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 are 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 include 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 28 Develop interviewing skills for work with children and young people (L/601/1337)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 21       |
| <b>Credit value</b>          | 3        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 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
- 

The learner will:

- 2 Be able to 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
- 

The learner will:

- 3 Be able to implement interview follow up procedures

The learner can:

- 3.1 Identify the interview follow up procedures
  - 3.2 Implement interview follow up procedures
- 

### Assessment guidance

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.

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### Unit 29 Improving the attendance of children and young people in statutory education (M/601/1377)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 40       |
| <b>Credit value</b>          | 5        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 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
- 

The learner will:

- 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
- 

The learner will:

- 3 Be able to 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
-

### **Unit 29 Improving the attendance of children and young people in statutory education (M/601/1377) (cont'd)**

The learner will:

- 4 Be able to 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

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### **Assessment guidance**

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles. Learning outcomes 3 and 4 must be assessed in a real work environment.

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**Unit 30 Facilitate the learning and development of children and young people through mentoring (T/601/1381)**

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 30       |
| <b>Credit value</b>          | 4        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 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
- 

The learner will:

- 2 Be able to 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
- 

The learner will:

- 3 Be able to promote the well-being, resilience and achievement of individual children and young people through mentoring

The learner can:

- 3.1 Explain the importance of promoting the well-being, 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
-

**Unit 30 Facilitate the learning and development of children and young people through mentoring (T/601/1381) (cont'd)**

The learner will:

- 4 Be able to 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

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**Assessment guidance**

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

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### Unit 31 Support young people to develop, implement and review a plan of action (M/601/1329)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 25       |
| <b>Credit value</b>          | 3        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 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
- 

The learner will:

- 2 Be able to 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
- 

The learner will:

- 3 Be able to 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
-

### **Unit 31 Support young people to develop, implement and review a plan of action (M/601/1329) (cont'd)**

The learner will:

- 4 Be able to 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
- 

The learner will:

- 5 Be able to 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.
- 

### **Assessment guidance**

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles. Learning outcomes 2, 3, 4 and 5 must be assessed in a real work environment.

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### Unit 32 Provide information and advice to children and young people (A/601/1334)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 22       |
| <b>Credit value</b>          | 3        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 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
- 

The learner will:

- 2 Be able to 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
- 

The learner will:

- 3 Be able to 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 32 Provide information and advice to children and young people (A/601/1334) (cont'd)**

#### **Assessment guidance**

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.

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### Unit 33 Support children and young people to achieve their education potential (D/600/9785)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 30       |
| <b>Credit value</b>          | 4        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 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 underpin 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
- 

The learner will:

- 2 Be able to 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
- 

The learner will:

- 3 Be able to 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
-

### **Unit 33 Support children and young people to achieve their education potential (D/600/9785) (cont'd)**

The learner will:

- 4 Be able to 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

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#### **Assessment guidance**

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in a real work environment.

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### Unit 34 Support children and young people to make positive changes in their lives (M/600/9788)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 27       |
| <b>Credit value</b>          | 4        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 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
- 

The learner will:

- 2 Be able to 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
- 

The learner will:

- 3 Be able to 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 34 Support children and young people to make positive changes in their lives (M/600/9788)  
(cont'd)**

**Assessment guidance**

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.

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### Unit 35 Promote the wellbeing and resilience of children and young people (F/600/9780)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 30       |
| <b>Credit value</b>          | 4        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 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

---

The learner will:

- 2 Understand how to support the development of children and young people's social and emotional identity 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
-

### Unit 35 Promote the wellbeing and resilience of children and young people (F/600/9780) (cont'd)

The learner will:

- 3 Be able to 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
- 

The learner will:

- 4 Be able to 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
- 

### Assessment guidance

Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles. Learning outcomes 3 and 4 must be assessed in a real work environment.

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### Unit 36 Support children and young people during transitions in their lives (D/601/8325)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 18       |
| <b>Credit value</b>          | 4        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 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:
  - culture
  - religion
  - personal beliefs
  - gender
  - stage of development
  - 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

---

The learner will:

- 2 Be able to 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
-

### Unit 36 Support children and young people during transitions in their lives (D/601/8325) (cont'd)

The learner will:

- 3 Be able to 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
- 

The learner will:

- 4 Be able to 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
- 

### Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2.2-2.5, 3.3-3.5, and 4.1-4.5 must be assessed in the workplace.

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.

## Unit 36 Support children and young people during transitions in their lives (D/601/8325) (cont'd)

### Assessment guidance (cont'd)

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 37 Support young people who are socially excluded or excluded from school (R/502/5231)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 10       |
| <b>Credit value</b>          | 2        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 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
- 

The learner will:

- 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 38 Support young people in relation to sexual health and risk of pregnancy (F/502/5242)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 10       |
| <b>Credit value</b>          | 2        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 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

---

The learner will:

- 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 39 Work in partnership with parents to engage them with their children's learning and development in school (A/602/1846)**

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 31       |
| <b>Credit value</b>          | 6        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 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
- 

The learner will:

- 2 Be able to 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:
    - economic and social factors which may impact on their children's engagement with learning
    - family well-being and health issues
  - 2.3 Work in partnership with parents to identify:
    - reasons for absence from school
    - 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
-

**Unit 39 Work in partnership with parents to engage them with their children's learning and development in school (A/602/1846) (cont'd)**

The learner will:

- 3 Be able to 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
- 

The learner will:

- 4 Be able to 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
-

### **Unit 39 Work in partnership with parents to engage them with their children's learning and development in school (A/602/1846) (cont'd)**

The learner will:

- 5 Be able to 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:
  - personal and social contexts
  - rights and responsibilities with regards to compulsory education

---

### **Assessment guidance**

1. 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

### **Unit 39 Work in partnership with parents to engage them with their children's learning and development in school (A/602/1846) (cont'd)**

#### **Assessment guidance (cont'd)**

2. Economic and social factors which may impact on their children's engagement with learning include:

- joblessness
- poverty
- housing issues
- a child living between locations (e.g. 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 within the family (e.g. 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.

3. 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

### **Unit 39 Work in partnership with parents to engage them with their children's learning and development in school (A/602/1846) (cont'd)**

#### **Assessment guidance (cont'd)**

Strategies to encourage and facilitate their children's full participation in school, e.g:

- 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 (e.g. learning mentors, tutoring opportunities, sports and recreational opportunities)

#### **4. 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 examples (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
- intellect

#### Unit 40 Assist in the administration of medication (A/601/9420)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 25       |
| <b>Credit value</b>          | 4        |
| <b>Level</b>                 | 2        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 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
- 

The learner will:

- 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
- 

The learner will:

- 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
-

#### Unit 40 Assist in the administration of medication (A/601/9420) (cont'd)

The learner will:

- 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
- 

The learner will:

- 5 Be able to 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
- 

The learner will:

- 6 Be able to 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
-

#### **Unit 40 Assist in the administration of medication (A/601/9420) (cont'd)**

The learner will:

- 7 Be able to 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 41 Lead an extra-curricular activity (A/601/8333)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 16       |
| <b>Credit value</b>          | 3        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 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
- 

The learner will:

- 2 Be able to prepare for leading an extra-curricular activity

The learner can:

- 2.1 Select equipment and resources for the extra-curricular 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
- 

The learner will:

- 3 Be able to 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:
    - checking the children and young people present
    - 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:
    - understand the activity and what they will be doing
    - are mentally and physically prepared for the planned activity
    - are motivated to take part without putting undue pressure on them
-

#### Unit 41 Lead an extra-curricular activity (A/601/8333) (cont'd)

The learner will:

- 4 Be able to 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
- 

The learner will:

- 5 Be able to 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 41 Lead an extra-curricular activity (A/601/8333) (cont'd)

#### Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2.1-2.4, 3.1-3.5, 4.1-4.6, 5.1 and 5.2 must be assessed in the workplace.

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 42 Maintain learner records (Y/601/8338)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 12       |
| <b>Credit value</b>          | 3        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 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:
  - updating records on a regular basis
  - 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

---

The learner will:

- 2 Be able to 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
-

### Unit 42 Maintain learner records (Y/601/8338) (cont'd)

The learner will:

- 3 Be able to 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
- 

The learner will:

- 4 Be able to 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
- 

### Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2.1-2.6, 3.1-3.3, 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

## Unit 42 Maintain learner records (Y/601/8338) (cont'd)

### Assessment guidance (cont'd)

Learner records is 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

## Unit 42 Maintain learner records (Y/601/8338) (cont'd)

### Assessment guidance (cont'd)

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 43 Monitor and maintain curriculum resources (D/601/8342)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 14       |
| <b>Credit value</b>          | 3        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 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:
  - curriculum resources appropriate to the needs of learners in the setting
  - use of curriculum resources
  - suppliers
  - maintenance of curriculum resources
- 1.3 Explain the importance of meeting agreed timescales and budget for the supply of curriculum resources

---

The learner will:

- 2 Be able to 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
-

### Unit 43 Monitor and maintain curriculum resources (D/601/8342) (cont'd)

The learner will:

- 3 Be able to 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:
    - obtaining authorisation to purchase resources
    - ordering materials and equipment
    - 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
- 

The learner will:

- 4 Be able to 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
-

### Unit 43 Monitor and maintain curriculum resources (D/601/8342) (cont'd)

The learner will:

- 5 Be able to 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
- 

The learner will:

- 6 Be able to 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
- 

### Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2.2-2.5, 3.3-3.6, 4.1-4.4, 5.1-5.5 and 6.1-6.3 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

### Unit 43 Monitor and maintain curriculum resources (D/601/8342) (cont'd)

#### Assessment guidance (cont'd)

Curriculum resources including 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 are particular requirements in relation to curriculum resources, such as:

- quality
- timescale
- special features
- cost
- linguistic demand
- cultural focus

Users are 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 are those who use or manage curriculum resources including teachers, heads of departments, subject leaders, senior managers, bursar and other support staff.

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#### Unit 44 Organise travel for children and young people (H/601/8357)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 12       |
| <b>Credit value</b>          | 2        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 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

---

The learner will:

- 2 Be able to 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:
    - efficiency
    - cost-effectiveness
    - comfort
    - 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 44 Organise travel for children and young people (H/601/8357) (cont'd)

##### Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2.1-2.7 must be assessed in the workplace.

Factors eg:

- age of the children or young people
- children or young people with additional needs
- health, safety and security
- risk assessment
- environmental conditions
- adult/child ratio requirements
- distance and duration of journeys
- cost and convenience

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

Participants eg:

- staff
- other adults eg parent helpers
- children and young people

#### **Unit 44 Organise travel for children and young people (H/601/8357) (cont'd)**

##### **Assessment guidance (cont'd)**

Relevant people eg:

- children, young people and adults undertaking the journey
  - parents/guardians/carers of children and young people undertaking the journey
  - senior manager in the setting with overall responsibility for travel outside of the setting
  - relevant programme leader eg. for work experience
  - office staff
-

**Unit 45 Supervise children and young people on journeys, visits and activities outside of the setting (H/601/8360)**

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 15       |
| <b>Credit value</b>          | 3        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 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

---

The learner will:

- 2 Be able to 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
-

### Unit 45 Supervise children and young people on journeys, visits and activities outside of the setting (H/601/8360) (cont'd)

The learner will:

- 3 Be able to 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
- 

The learner will:

- 4 Be able to 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:
    - maintain the safety and security of equipment and belongings
    - show respect for the environment
    - finish activities on time
    - 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
- 

### Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2.1- 2.3, 3.1- 3.5, 4.1- 4.4 and 4.6 must be assessed in the workplace. Simulation may be used for assessment criteria 3.6 and 4.5.

### **Unit 45 Supervise children and young people on journeys, visits and activities outside of the setting (H/601/8360) (cont'd)**

#### **Assessment guidance (cont'd)**

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

### **Unit 45 Supervise children and young people on journeys, visits and activities outside of the setting (H/601/8360) (cont'd)**

#### **Assessment guidance (cont'd)**

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 46 Invigilate tests and examinations (Y/601/7416)

The learner will:

- 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
- 

The learner will:

- 2 Be able to 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
-

#### Unit 46 Invigilate tests and examinations (Y/601/7416) (cont'd)

The learner will:

- 3 Be able to 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:
    - verifying the identity of the candidates
    - ensuring that no inadmissible equipment or materials are brought into the examination room
    - confirming candidates are seated according to the seating plan
    - ensuring that candidates have the correct papers and materials
  - 3.4 Explain the procedures for dealing with:
    - candidates who are not on the test or examination attendance list
    - candidates who arrive late for a test or examination
- 

The learner will:

- 4 Be able to 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:
  - withdrawn from a test or examination
  - not on the register
  - late for a test or examination
  - absent from a test or examination
- 4.4 Apply the centre's procedures for dealing with:
  - queries from candidates
  - disruptive behaviour or irregular conduct
  - candidates who want or need to leave the examination room during the test or examination

## Unit 46 Invigilate tests and examinations (Y/601/7416) (cont'd)

The learner will:

- 5 Be able to end tests and examinations

The learner can:

- 5.1 Demonstrate the correct procedures for ending tests and examinations including:
- collecting papers
  - allowing candidates to leave the examination room
  - completing test and examination records
- 5.2 Differentiate between ending tests and examinations when:
- all candidates are due to finish their test or examination at the same time
  - some candidates are still engaged in a test or examination

---

### Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2.1-2.5, 3.2, 3.3, 4.2- 4.4, 5.1 and 5.2 must be assessed in the workplace.

Access arrangements are 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 47 Set objectives and provide support for team members (M/600/9600)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 35       |
| <b>Credit value</b>          | 5        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 1 Be able to 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
- 

The learner will:

- 2 Be able to 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 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
- 

The learner will:

- 3 Be able to 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
-

#### **Unit 47 Set objectives and provide support for team members (M/600/9600) (cont'd)**

The learner will:

- 4 Be able to 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 48 Provide leadership and direction for own area of responsibility (T/600/9601)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 30       |
| <b>Credit value</b>          | 5        |
| <b>Level</b>                 | 4        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 1 Be able to 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
- 

The learner will:

- 2 Be able to 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
- 

The learner will:

- 3 Be able to 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
- 

The learner will:

- 4 Be able to assess own leadership performance

The learner can:

- 4.1 Assess feedback on own leadership performance
  - 4.2 Evaluate own leadership performance
-

### Unit 49 Plan, allocate and monitor work of a team (Y/600/9669)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 25       |
| <b>Credit value</b>          | 5        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 1 Be able to 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
- 

The learner will:

- 2 Be able to 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
- 

The learner will:

- 3 Be able to manage team members to achieve team objectives

The learner can:

- 3.1 Support all team members in order to achieve team objectives
- 

The learner will:

- 4 Be able to 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
-

**Unit 49 Plan, allocate and monitor work of a team (Y/600/9669) (cont'd)**

The learner will:

- 5 Be able to 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 50 Support learning and development within own area of responsibility (M/600/9676)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 25       |
| <b>Credit value</b>          | 5        |
| <b>Level</b>                 | 4        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 1 Be able to 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
- 

The learner will:

- 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
- 

The learner will:

- 3 Be able to 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
-

**Unit 50 Support learning and development within own area of responsibility (M/600/9676) (cont'd)**

The learner will:

- 4 Be able to 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 51 Work with other practitioners to support children and young people (R/601/8368)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 15       |
| <b>Credit value</b>          | 3        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 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:
  - the contribution of other professionals to supporting children and young people
  - own and others' professional boundaries
  - 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

---

The learner will:

- 2 Be able to 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
-

### Unit 51 Work with other practitioners to support children and young people (R/601/8368) (cont'd)

The learner will:

- 3 Be able to 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 co-operate
- 3.2 Clearly explain to other practitioners any factors limiting your ability to co-operate
- 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

---

#### Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2.1, 2.2, 2.4-2.6 and 3.1- 3.5 must be assessed in the workplace.

Practitioners are colleagues within the setting or contacts from external organisations whose work impacts on your role.

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### Unit 52 Team working (A/501/5163)

|                              |          |
|------------------------------|----------|
| <b>Guided learning hours</b> | 23       |
| <b>Credit value</b>          | 3        |
| <b>Level</b>                 | 3        |
| <b>Mandatory/optional</b>    | Optional |

The learner will:

- 1 Be able to plan collaborative work with others

The learner can:

- 1.1 Describe the skills needed to work well in a team
  - 1.2 Agree 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
- 

The learner will:

- 2 Be able to develop and maintain co-operative ways of working to achieve agreed objectives

The learner can:

- 2.1 Organise and complete own tasks to agreed standards and timescales
  - 2.2 Seek ways to work co-operatively, such as ways to resolve conflict and ways to maintain open communication
  - 2.3 Share accurate information on progress and agree changes where necessary to achieve objectives
- 

The learner will:

- 3 Be able to 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 own point of view
  - 3.2 Identify factors influencing the outcome of working with others, including own role
  - 3.3 Explain how improved interpersonal skills could contribute to the effectiveness of group/teamwork in the future
-

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