

NCFE Cache Supporting Teaching & Learning Assignment documentation

**NCFE CACHE Level 3 Award in Supporting Teaching and Learning
(603/2495/8)**

**NCFE CACHE Level 3 Certificate in Supporting Teaching and Learning
(603/2498/3)**

**NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning
(603/2496/X)**

The following pages contain the assignment tasks for each of the study units of the above qualifications. The relevant cover sheet should be submitted with the assignment with an indication of the type of evidence submitted for each task and location (page number in your portfolio) where your answer and evidence can be found.

- For a list of evidence types please see the list at the end of this document.
- For definitions of what each task descriptor means please see definitions also towards the end of this document.

KEY TO ASSIGNMENT COVER SHEETS BELOW:

Task requires practical evidence	To help student identify which tasks need evidence
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Level 3 Supporting Teaching & Learning					
Course units and assignments for:					
• Level 3 Award • Level 3 Certificate • Level 3 Diploma					
KEY		AWARD	CERTIFICATE	DIPLOMA	CREDIT VALUE
Mandatory Unit – Knowledge & Understanding (No placement required)					
Mandatory Unit- Knowledge & Skills (Placement required)					
Unit not included					
STL3C1: Schools and colleges as organisations					2
STL3C2: Support health and safety in a learning environment					3
STL3C3 Understand how to safeguard children and young people					4
STL3C4: Develop professional relationships with children, young people & adults					2
STL3C5: Understand how children and young people develop					3
STL3C6: Support positive behaviour in children and young people					4
STL3C7: Support children and young people during learning activities					4
STL3C8: Support English and maths skills					4
STL3C9: Support the use of ICT in the learning environment					3
STL3C10: Support assessment for learning					3
STL3C11: Engage in personal and professional development					3
STL3D12: Support children and young people’s speech, language and communication					4
STL3D13: Understand how to support bilingual learners					3
STL3D14: Understand how to support learning of children and young people with special educational needs and disabilities					4
STL3D15: Support children and young people during transitions					4
STL3D16: Support the role of play, leisure and extra-curricular activities for children and young people					3

COURSE	NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)
UNIT NAME	1.Schools and colleges as organisations
UNIT REFERENCE	STL3C1: (T/616/5878)
STUDENT NAME	
STUDENT NUMBER	

Task	Assessment Criteria	Evidence Type	Evidence Location
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1. Understand the structure of education from early years to post-compulsory education			
1.1	Summarise types of early years provision		
1.2	Identify key stages of the statutory framework including National Curriculum: procedures for assessment and benchmarking in relation to teacher target setting, for learning in own UK Home Nation		
1.3	Explain post-16 options for young people and adults		

2. Understand how schools and colleges are organised in terms of roles and responsibilities			
2.1	Explain the role held by: - governors - senior management team - other statutory roles, e.g. SENCO - teachers/tutors - support staff roles		
2.2	2.2 Identify external professionals who may work in education		

3. Understand teamwork in schools and colleges

3.1	List characteristics of effective teamwork		
3.2	Explain the role of communication in establishing professional relationships for effective teamwork		

4. Understand educational ethos, mission, aims and values

4.1	Identify ethos, mission, aims and values of an educational setting		
4.2	Explain how the ethos, mission, aims and values of an educational setting may be reflected in working practices		

5. Understand the purpose of policies and procedures in education

5.1	Identify the policies and procedures schools and colleges have relating to: • staff • pupil welfare • teaching and learning • equality, diversity and inclusion • health, safety and security		
5.2	Explain how policies and procedures contribute to quality in education		

COURSE	NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)
UNIT NAME	2. Support health and safety in a learning environment
UNIT REFERENCE	STL3C2: (A/616/5879)
STUDENT NAME	
STUDENT NUMBER	

Task	Assessment Criteria	Evidence Type	Evidence Location
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1. Understand how to plan and provide environments that support children and young people's health and safety

1.1	Identify legislation in relation to health and safety in a learning environment		
1.2	Describe the factors to take into account when planning healthy and safe indoor and outdoor environments		
1.3	Explain how health and safety is monitored and maintained in the learning environment		

2. Understand how to recognise and manage risks to health, safety and security in a learning environment or during off-site visits

2.1	Give examples of potential risks and hazards in a learning environment		
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3. Understand how to support children and young people to assess and manage risk for themselves

3.1	Explain why it is important to take a balanced approach to risk management		
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3.2	Explain the dilemma between the rights and choices of children and young people, and health and safety requirements		
3.3	Give examples of ways to support children and young people to assess and manage risk in a learning environment		

4. Understand appropriate responses to accidents, incidents, emergencies and illness in the learning environment and during off-site visits

4.1	Explain the policies and procedures of the learning environment in response to accidents, incidents, emergencies and illness		
4.2	Explain the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies		

5. Understand own role in assisting in the administration of medication

5.1	Outline the organisational policies and procedures for the management of the administration of medication		
5.2	Describe own responsibilities and accountabilities in relation to the administration of medication		

Assessment guidance :

4.1 Accidents, incidents, emergencies and illness eg:

- accidents involving children, young people or adults; first aid incident
- incidents could include: bomb scare, off-site evacuation, stranger on the premises, weapon incident, extreme weather conditions
- emergencies such as fire, missing children or young people, life threatening allergy reaction, evacuation, security breach
- illness could include recognising signs of illness such as fever, rashes or unconsciousness and taking appropriate action.

COURSE	NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)
UNIT NAME	3. Understand how to safeguard children and young people
UNIT REFERENCE	STL3C3: (M/616/5880)
STUDENT NAME	
STUDENT NUMBER	

Task	Assessment Criteria	Evidence Type	Evidence Location
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1. Understand legislation, guidelines, policies and procedures for safeguarding children and young people			
1.1	Outline current legislation, guidelines, policies and procedures within UK Home Nations affecting the safeguarding of children and young people		

2. Understand how to work in partnership with other organisations to safeguard children and young people			
2.1	Explain the need to safeguard children and young people		
2.2	Explain the impact 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		

3. Understand the need to ensure children and young people's safety and protection in the learning environment

3.1	Explain why we need to ensure children and young people are protected from harm within the learning environment		
3.2	Identify the risks and possible consequences for children and young people of being online and using digital mobile devices		
3.3	Describe ways of reducing risk to children and young people from: • social networking • internet use		
3.4	Explain how support staff can take steps to protect themselves within their everyday practice in the learning		

4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed

4.1	Explain child protection within the wider context of safeguarding children and young people		
4.2	Identify different types of abuse and bullying		
4.3	Outline the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding		
4.4	Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting		
4.5	Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged		
4.6	Explain how serious case reviews inform practice		

5. Understand how to work with children and young people to support their well-being			
5.1	Describe ways support staff can work with children and young people to build self-confidence and self-esteem		
5.2	Describe the role of support staff in recognising the signs of mental health concerns in children and young people		
5.3	Identify the signs of possible mental health concerns in children and young people		
5.4	Explain the need to work with children and young people to enable them to develop emotional resilience and mental well-being		

Assessment guidance

3.2 Digital mobile devices e.g:

- smart phone
- tablet
- other devices.

COURSE	NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)
UNIT NAME	4. Develop professional relationships with children, young people and adults
UNIT REFERENCE	STL3C4: (T/616/5881)
STUDENT NAME	
STUDENT NUMBER	

Task	Assessment Criteria	Evidence Type	Evidence Location
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1. Understand the principles of developing positive relationships with children, young people and adults			
1.1	Explain why effective communication is beneficial in developing positive relationships with children, young people and adults		
1.2	Explain how different social, professional and cultural backgrounds may affect relationships and the way people communicate		
1.3	Describe ways the practitioner can build and maintain professional relationships with children, young people and adults		
1.4	Explain how barriers to professional relationships can be overcome		

2. Understand legislation, policies and procedures for confidentiality and sharing information, including data protection			
2.1	Summarise the main points of legislation and procedures covering confidentiality, data protection and the disclosure of information		

2.2	Explain the need to reassure children, young people and adults of the confidentiality of shared information and the limits of this		
2.3	Discuss situations when confidentiality protocols must be breached		

3. Be able to develop professional relationships with children and young people

3.1	Show how to establish rapport and respectful, trusting relationships with children and young people		
3.2	Show how to support children and young people in making choices for themselves		
3.3	Give attention to individual children and young people in a way that is fair to them and the group as a whole		

4. Be able to communicate with children and young people

4.1	Use different forms of communication to meet the needs of children and young people		
4.2	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		
4.3	Explain learners' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images		

5. Be able to develop professional relationships with adults

5.1	Demonstrate how to establish rapport and professional relationships with adults using techniques to promote mutual trust and understanding		
5.2	Demonstrate how to adapt communication with adults for: • cultural and social differences • the context of the communication • communication differences		

6. Be able to support children and young people in developing relationship

6.1	Use ways of helping children and young people to understand the value of positive relationships with others		
6.2	Show how to be an effective role model in own relationships with children and young people		
6.3	Demonstrate ways of encouraging and supporting children and young people to: • understand and respect other people's individuality • deal with conflict for themselves • respect the feelings and points of view of others		

7. Be able to support inclusion and inclusive practices in work with children and young people

7.1	Explain what is meant by inclusion and inclusive practices		
7.2	Identify barriers to children and young people's participation		
7.3	Demonstrate ways of supporting inclusion and inclusive practices in own work with children and young people		

COURSE	NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)
UNIT NAME	5. Understand how children and young people develop
UNIT REFERENCE	STL3C5: (A/616/5882)
STUDENT NAME	
STUDENT NUMBER	

Task	Assessment Criteria	Evidence Type	Evidence Location
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1. Understand the expected pattern of development for children and young people from birth to 19 years

1.1	Describe milestones in children's holistic development from birth to 19 years		
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2. Understand the factors that influence children and young people's development and how these affect practice

2.1	Explain how children and young people's development is influenced by a range of biological 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 educational frameworks influence current practice		

3. Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern

3.1	Explain how to monitor children and young people's development using different methods		
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3.2	Identify how other professionals and different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern		
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Assessment guidance

2.1 Biological factors, e.g:
health conditions or disability
congenital conditions i.e. present at birth.

2.2 External factors e.g:

- poverty and deprivation
- family environment, such as
 - housing
 - overcrowding
 - refugee or newly arrived status
 - domestic violence
 - substance/alcohol abuse
 - young carer
 - divorce
 - bereavement.
- culture and religion
- education environment, such as:
 - exclusion
 - school in special measures
- bullying
- looked after children/care status
- transition such as puberty
- English as second language.

2.3 Theories of development:

- cognitive (e.g Piaget)
- psychoanalytic (e.g Freud)
- humanist (e.g Maslow)
- social learning (e.g Bandura)
- operant conditioning (e.g Skinner)
- behaviourist (e.g. Watson).

3.2 Other professionals could include:

- social worker
- speech and language therapist
- psychologist
- psychiatrist
- youth justice
- physiotherapist
- nurse specialist
- additional learning support
- health visitor.

COURSE	NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)
UNIT NAME	6. Support positive behaviour in children and young people
UNIT REFERENCE	STL3C6: (F/616/5883)
STUDENT NAME	
STUDENT NUMBER	

Task	Assessment Criteria	Evidence Type	Evidence Location
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1. Understand policies and procedures for promoting children and young people's positive behaviour in a learning environment			
1.1	Summarise policies and procedures relevant to promoting children and young people's positive behaviour		
1.2	Explain effective practice in relation to behaviour management		

2. Be able to promote positive behaviour			
2.1	Review expectations in relation to behaviour when working with others		
2.2	Explain strategies for promoting positive behaviour according to the policies and procedures of the setting		
2.3	Use effective role model behaviour for the standards of behaviour expected of children, young people and adults within the learning environment		

3. Be able to manage behaviour that challenges in a learning environment			
3.1	Demonstrate strategies to minimise disruption in a teaching and learning environment		
3.2	Use policies and procedures to manage behaviour that challenges		
3.3	Provide support for colleagues in relation to behaviour that challenges		
3.4	Explain referral processes in line with policies and procedures for behaviour that challenges		

Assessment guidance

3.2 Behaviour that challenges 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.

It may involve:

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

COURSE	NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)
UNIT NAME	7. Support children and young people during learning activities
UNIT REFERENCE	STL3C7: (J/616/5884)
STUDENT NAME	
STUDENT NUMBER	

Task	Assessment Criteria	Evidence Type	Evidence Location
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1. Be able to contribute to planning learning activities			
1.1	Explain how support staff may contribute to the planning, delivery and review of learning activities to support teaching and learning		
1.2	Use knowledge of children and young people to contribute to planning and offer constructive suggestions for own role		

2. Be able to prepare for learning activities			
2.1	Select and prepare the resources required for the planned learning activities		
2.2	Explain the objectives, content and intended outcomes of learning activities		
2.3	Develop and adapt resources to meet the needs of learners		

3. Be able to support learning activities			
3.1	Select and demonstrate learning support strategies to meet the needs of learners		

3.2	Show how to work in partnership with others to support learning activities		
3.3	Show how to support the inclusion of all learners involved in learning activities		
3.4	Explain barriers when supporting learning activities and how to overcome these		
3.5	Show how to support learning in different environments: . indoor . outdoor		

4. Be able to observe and report on learner participation and progress

4.1	Assess learner development, participation and progress		
4.2	Use required methods and materials to record observations and feedback to others on learner development, participation and progress		

5. Be able to contribute to the evaluation of learning activities

5.1	Show how to contribute to the evaluation of learning activities		
5.2	Use the outcomes of observations and assessments to: - provide feedback to learners on their progress - provide the teacher with constructive feedback on the learning activities		
5.3	Reflect on own practice in supporting learning activities		

COURSE	NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)
UNIT NAME	8. Support English and maths skills
UNIT REFERENCE	STL3C8: (L/616/5885)
STUDENT NAME	
STUDENT NUMBER	

Task	Assessment Criteria	Evidence Type	Evidence Location
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1. Be able to identify learner needs for English and maths support			
1.1	Collate information about learners': - English and maths skills - learning targets - English and maths support needs		
1.2	Identify and explain: - the teaching and learning objectives of a planned activity - the English and maths demands of learning activities		

2. Be able to provide English support to help learners access teaching and learning			
2.1	Use knowledge of the individual needs of learners to provide English support		
2.2	Use opportunities to support the development of learners' English skills		
2.3	Use a range of strategies for supporting learners to develop reading and writing and communication skills		
2.4	Show how to work with children and young people in ways that encourage self-esteem and confidence in relation to English skills		

3. Be able to provide maths support to help learners access teaching and learning			
3.1	Use knowledge of the individual needs of learners to provide maths support		
3.2	Use opportunities to support the development of learners' maths skills		
3.3	Use a range of strategies for supporting learners to use and solve mathematical problems		
3.4	Show how to work with children and young people in ways that encourage self-esteem and confidence in relation to maths skills		

Assessment guidance

2.2 English skills*, i.e. reading, writing, speaking/talking and listening.

3.2 Maths skills covers the confidence and skills needed to use and apply mathematics including:

- counting and understanding numbers
- knowing and using number facts
- calculating
- understanding shape
- measuring
- gathering information by counting and measuring
- handling data
- presenting data in graphs, diagrams and tables.

*Please note that in Welsh speaking schools, all learning outcomes and assessment criteria can be delivered and achieved in the context of the Welsh rather than the English language.

COURSE	NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)
UNIT NAME	9. Support the use of ICT in the learning environment
UNIT REFERENCE	STL3C9: (M/616/5958)
STUDENT NAME	
STUDENT NUMBER	

Task	Assessment Criteria	Evidence Type	Evidence Location
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1. Understand the policy and procedures for the use of ICT for teaching and learning			
1.1	Describe the setting's policy for the use of ICT for teaching and learning		
1.2	Identify the ICT resources used for teaching and learning within the learning environment		
1.3	Outline relevant legislation, regulations and guidance in relation to the use of ICT, e.g. software licensing		
1.4	Describe the requirements and procedures for storage and security of ICT resources		

2. Understand how to prepare ICT resources for use in teaching and learning			
2.1	Describe the risks associated with ICT resources and how to minimise them		
2.2	Identify and obtain accessories, consumables and information needed to use ICT resources		
2.3	Explain the importance of the use of screening devices to prevent access to unsuitable material via the internet		

3. Be able to support the use of ICT for teaching and learning			
3.1	Use ICT resources correctly and safely, when asked to do so		
3.2	Give clear guidance and instructions to others on the use of ICT resources		
3.3	Provide an appropriate level of assistance to enable learners to experience a sense of achievement, maintain self-confidence and encourage self-help skills in the use of ICT		
3.4	Describe the sorts of problems that might occur when supporting learners using ICT and how to deal with these		

COURSE	NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)
UNIT NAME	10.Support assessment for learning
UNIT REFERENCE	STL3C10: (J/616/5965)
STUDENT NAME	
STUDENT NUMBER	

Task	Assessment Criteria	Evidence Type	Evidence Location
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1. Understand the purpose and characteristics of assessment for learning			
1.1	Analyse the role of the support worker in relation to assessing learner achievement		
1.2	Summarise the difference between formative and summative assessment		
1.3	Explain the characteristics of assessment for learning		

2. Be able to use assessment strategies to promote learning			
2.1	Use clear language and examples to discuss and clarify personalised learning goals and criteria for assessing progress with learners		
2.2	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		

3. Be able to support learners in reviewing their learning strategies and achievements			
3.1	Use information gained from monitoring learner participation and progress to help learners to review their learning		

	strategies, achievements and future learning needs		
3.2	Demonstrate ways to encourage learners to communicate their needs and ideas for future learning		
3.3	Show how to support learners in using peer assessment and self-assessment to evaluate their learning achievements		
3.4	Show how to 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		

4. Be able to contribute to reviewing assessment for learning

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		
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5. Be able to maintain learner records

5.1	Collate the information needed to update learner records from valid and reliable sources		
5.2	Show how to raise any concerns about the information with the relevant people		

5.3	Review learner records to ensure they are accurate, complete and up to date		
5.4	Show how to maintain confidentiality according to organisational and legal requirements		
5.5	Use organisational procedures to ensure secure storage of learner records		

Assessment guidance

2.2 Assessment opportunities and strategies are the occasions, approaches and techniques used for on-going 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 in 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
- encouraging peer assessment.

5.2 Concerns relating to:

- the validity of information
- the authenticity of information
- the sufficiency of information
- the wider implications of the information (e.g. attendance patterns, child protection concerns).

5.2 Relevant people, e.g:

- teachers
- head of subject/year group
- special educational needs coordinator
- programme coordinator
- senior management
- Designated Safeguarding Officer
- Education Welfare Officer
- office staff.

COURSE	NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)
UNIT NAME	11. Engage in personal and professional development
UNIT REFERENCE	STL3C11: (L/616/5966)
STUDENT NAME	
STUDENT NUMBER	

Task	Assessment Criteria	Evidence Type	Evidence Location
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1. Understand what is required for competence in own work role			
1.1	Describe the duties and responsibilities of own work role		

2. Be able to reflect on organisational practice			
2.1	Explain how reflection supports improving the quality of the learning environment		
2.2	Demonstrate the ability to reflect on practice		
2.3	Describe how own values, belief systems and experiences may affect working practice		

3. Be able to evaluate own performance			
3.1	Evaluate own knowledge, performance and understanding against internal or external benchmarks		
3.2	Demonstrate use of feedback to evaluate own performance and inform development		

4. Be able to agree a personal development plan			
4.1	Identify sources of support for planning and reviewing own development		
4.2	Show how to work with others to review and prioritise own learning needs, professional interests and development opportunities		
4.3	Show how to work with others to agree a personal development plan and set targets		

5. Be able to use learning opportunities and reflective practice to contribute to personal development			
5.1	Evaluate how learning opportunities identified in your personal development plan have improved performance		
5.2	Explain how reflection on own practice has led to improved ways of working		
5.3	5.3 Show how to record progress in relation to a personal development plan		

Assessment guidance

3.1 Internal and external benchmarks, e.g:

- codes of practice
- regulations
- minimum standards
- Ofsted
- staff handbook
- job description.

4.2 Others may include:

- carers
- advocates
- supervisor, line manager or employer
- other professionals.

5.1 Learning opportunities, e.g:

- formal course such as first aid
- in-house training
- practical exercises
- online updating, webinars
- shadowing colleagues
- independent research or reading.

COURSE	NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)
UNIT NAME	12. Support children and young people's speech, language and communication
UNIT REFERENCE	STL3D12: (D/616/5969)
STUDENT NAME	
STUDENT NUMBER	

Task	Assessment Criteria	Evidence Type	Evidence Location
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1. Understand the importance of speech, language and communication for children and young people's overall development			
1.1	Explain each of the terms: • speech • language • communication • speech, language and • communication needs		
1.2	Describe theoretical perspectives in relation to speech, language and communication development		
1.3	Explain how children and young people's speech, language and communication skills affect other areas of development		
1.4	Describe the potential impact of speech, language and communication needs on holistic development in the short- and long-term		

2.			
2.1	Explain how support staff can effectively support and extend the speech, language and communication development of		

	children and young people through the use of: • visual prompts and cues • different types of interaction • developing vocabulary • using different forms of communication • adapting methods of • communication to meet the needs and abilities of children and young people		
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3. Be able to provide support for the speech, language and communication development of children and young people in the learning environment

3.1	Demonstrate how to provide support for speech, language and communication for individuals, children and/or young people taking into account the: • age • specific needs • abilities • home language • children and young people's own interests		
3.2	Analyse how the use of technology supports the development of speech, language and communication		
3.3	Demonstrate how to work with children and young people to develop speech, language and communication in the following situations: • 1:1 basis • groups		
3.4	Demonstrate ways of supporting children and young people with communication and interaction needs to actively participate in learning tasks and activities		

4. Be able to contribute to maintaining a positive environment that supports speech, language and communication

4.1	Show how to create a positive environment for supporting speech, language and communication development		
4.2	Reflect on own role in relation to supporting speech, language and communication development		

COURSE	NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)
UNIT NAME	13. Understand how to support bilingual learners
UNIT REFERENCE	STL3D13: (Y/616/5971)
STUDENT NAME	
STUDENT NUMBER	

Task	Assessment Criteria	Evidence Type	Evidence Location
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1. Understand how to contribute to the assessment of bilingual learners			
1.1	Define the terms: - English as an additional language (EAL) - bilingual - advanced learner of EAL		
1.2	Explain the importance of conducting an initial assessment of bilingual learners		
1.3	Identify the types of information relevant people may require to help them in meeting the learning, language development and well-being needs of the bilingual learner		
1.4	1.4 Explain why a specialist assessment may be required		

2. Understand how to support bilingual learners to access the curriculum			
2.1	Explain the importance of using the learners' preferred language to introduce and settle them into the learning environment		
2.2	Describe different learning activities		

	and resources that can be used to promote personalised learning including development of learners' language skills		
2.3	Identify the challenges the bilingual learner may face to access learning		
2.4	Describe the strategies that support the learning and language development of individual bilingual learners		

COURSE	NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)
UNIT NAME	14. Understand how to support learning of children and young people with special educational needs and disabilities
UNIT REFERENCE	STL3D14: (A/616/5977)
STUDENT NAME	
STUDENT NUMBER	

Task	Assessment Criteria	Evidence Type	Evidence Location
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1. Understand the principles of inclusive practice and the rights of disabled children and young people and those with special educational needs			
1.1	Identify the requirements of current legislation in UK Home Nations in relation to inclusive practice		
1.2	Summarise the rights of children and young people with special educational needs and disabilities		
1.3	Summarise the provision, assessment and intervention frameworks for children with special educational needs and disabilities		
1.4	Explain the importance of early recognition and intervention for children with special educational needs and disabilities		
1.5	Identify barriers to participation for children with special educational needs and disabilities		

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2. Understand how to obtain information about individual needs, capabilities and interests of disabled children and young people, and those with special educational needs

2.1	2.1 Outline how to observe and identify the needs, capabilities and interests of children with special educational needs and disabilities		
2.2	Explain the roles and responsibilities of others who contribute to the support of children and young people with special educational needs and disabilities		
2.3	Evaluate the benefit of working with others to support children and young people with special educational needs and disabilities		

3. Understand the special educational needs of children and young people with cognition and learning needs

3.1	Describe the range of cognitive skills necessary for effective learning		
3.2	Identify the significant differences between global and specific learning difficulties		
3.3	Explain how cognitive difficulties impact upon the development of language and communication and how this might affect learning		

4. Understand the special educational needs of children and young people with emotional, behavioural and social development needs

4.1	Explain how aspects of upbringing, home circumstances and physical and emotional health of children & young people can affect their ability to relate to others		
4.2	Explain how mental health could impact on a child or young person's life		

4.3	Explain how to work with children, young people and others to identify and set behaviour goals and boundaries for children and young people with emotional, behavioural and social development needs		
4.4	Reflect on ways of developing self-reliance and self-esteem to support children and young people with emotional, behavioural and social development needs		

5. Understand the special educational needs of learners with sensory and/or physical needs

5.1	Explain the effect of a primary disability on children and young people's development		
5.2	Describe a range of specialist equipment and technology resources available for children and young people with special educational needs and disabilities and reflect on how they help to overcome or reduce the impact of sensory or physical impairment		

6. Understand the kinds of strategies needed to support children and young people with special educational needs and disabilities

6.1	Explain how to work with children and young people using strategies to support their learning and development		
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Assessment guidance

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

2.2 Others may be:

family members

teachers/specialist teachers

other adults in the setting, e.g. SENCO

professionals external to the setting, e.g. educational psychologist

health professionals.

5.1 Effect of a primary disability to include the effect of:

physical disability

long-standing or progressive conditions

chronic illness, pain and fatigue.

COURSE	NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)
UNIT NAME	15. STL3D15: Support children and young people during transitions
UNIT REFERENCE	STL3D15: (F/616/5978)
STUDENT NAME	
STUDENT NUMBER	

Task	Assessment Criteria	Evidence Type	Evidence Location
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1. Understand the range and impact of transitions that children and young people may experience			
1.1	Explain the different types of transitions that children and young people may experience		
1.2	Explain how different types of transitions may affect a child or young person		
1.3	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		
1.4	Explain how transitions may affect children and young people most at risk of exclusion or underachievement		
1.5	Explain why children and young people with disabilities or special educational needs may need additional support to manage transitions		

2. Be able to recognise and respond to transitions in children and young people's lives			
2.1	Explain 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	Show how to recognise and take account of any signs of change in the attitude and behaviour of individual children or young people		
2.5	Use procedures of own work setting to share information or concerns about children or young people with the appropriate person		

3. Be able to support children and young people to manage transitions in their lives			
3.1	Show ways of supporting children and young people to manage transitions in their lives		
3.2	Provide opportunities for children and young people to discuss the effects and results of transition		

COURSE	NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X)
UNIT NAME	16: Support the role of play, leisure and extra-curricular activities for children and young people
UNIT REFERENCE	STL3D16: (J/616/5979)
STUDENT NAME	
STUDENT NUMBER	

Task	Assessment Criteria	Evidence Type	Evidence Location
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1. Understand the nature and importance of play and leisure			
1.1	Describe the benefit of play and leisure and how they contribute to children and young people's development		
1.2	Distinguish between play and leisure, and adult-led activities		
1.3	Outline the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play		

2. Understand own role in relation to the requirements of play and leisure activities			
2.1	Describe own role in supporting children and young people's play and leisure activities		
2.2	Explain the importance of knowing when to leave children and young people to play or relax uninterrupted		
2.3	Identify adaptations that can be made to support children and young people with special educational needs and disabilities		

	to participate in the full range of play and leisure opportunities provided		
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3. Understand how to balance risk and challenge with the benefits of the play and leisure opportunity

3.1	Explain the value of risk and challenge in children and young people's play and leisure		
3.2	Describe why it is essential for children and young people to manage risk and challenge for themselves		

Explanation of terms

This table explains how the terms used at Level 3 in the unit content and assignment tasks are applied to this qualification (not all verbs are used in this qualification).

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which...)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions (which...)	Make a final decision or judgment based on reasons.
Estimate	Form an approximate opinion or judgment using previous knowledge or considering other information.

Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes which might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Review and revise	Look back over the subject and make corrections or changes.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

Recommended evidence types

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

Please refer to the notes relating to expert witness testimony and simulation which follow this table.

REF	EVIDENCE TYPE	USE FOR COMPETENCE / SKILL	USE FOR KNOWLEDGE/ UNDERSTANDING
A	Direct observation of learner by Tutor/ Teacher/ Assessor* who meets the relevant Sector Skills Council's or other assessment strategy/principles.	YES	YES
B	Professional discussion	YES	YES
C	Expert witness testimony* when directed by the Sector Skills Council or other assessment strategy/principles	YES	YES
D	Learner's own work products	YES	YES
E	Learner log or reflective diary	YES	YES
F	Activity plan or planned activity	YES	YES
G	Observation of children, young people or adults by the learner	YES	YES
H	Reflection on own practice in real work environment	YES	YES
I	Written and pictorial information	NO	YES

* Expert witness testimony should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations – such as safeguarding strategy meetings – where it would be inappropriate for an Assessor to observe the learner's performance.