Pearson
Edexcel Level 3 Award, Certificate and Diploma in Supporting Teaching and Learning in Schools

Specification

Specialist qualifications

First teaching September 2010

Issue 4

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

This specification is Issue 4. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

These qualifications were previously known as:

Edexcel Level 3 Award in Supporting Teaching and Learning in Schools (QCF)

Edexcel Level 3 Certificate in Supporting Teaching and Learning in Schools (QCF)

Edexcel Level 3 Diploma in Specialist Support for Teaching and Learning in Schools (QCF)

The QNs remain the same.

References to third party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Summary of Pearson Edexcel Level 3 Award, Certificate and Diploma in Supporting Teaching and Learning in Schools specification Issue 4 changes

Summary of changes made between previous issue and this current issue	Page
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	4
TQT value added	4
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	4
QCF references removed from unit titles and unit levels in all units	37-488
Guided learning definition updated	29

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Pearson Edexcel Specialist qualification titles covered by this specification

Pearson Edexcel Level 3 Award in Supporting Teaching and Learning in Schools

Pearson Edexcel Level 3 Certificate in Supporting Teaching and Learning in Schools

Pearson Edexcel Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding. The Qualifications Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a unit code.

The qualification and unit codes will appear on learners' final certification documentation.

The Qualification Numbers for the qualifications in this publication are:

Pearson Edexcel Level 3 Award in Supporting Teaching and Learning in Schools	501/1027/5
Pearson Edexcel Level 3 Certificate in Supporting Teaching and Learning in Schools	501/1028/7
Pearson Edexcel Level 3 Diploma in Specialist Support for Teaching and Learning in Schools	501/1208/9

These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

These qualifications are accredited by Ofqual as being part of Apprenticeships.

Welcome to Pearson Edexcel Level 3 qualifications in Supporting Teaching and Learning in Schools

This specification contains the qualifications for school support staff, and replaces the NVQs in Support Work in Schools and Supporting Teaching and Learning. All of the qualifications in this suite have been informed by the National Occupational Standards in Supporting Teaching and Learning in Schools.

The Award is knowledge based leading to the Certificate which requires learners to demonstrate competence as well as knowledge. The Certificate satisfies some of the knowledge and competence requirements of the apprenticeship in Supporting Teaching and Learning in Schools. The Diploma in Specialist Support for Teaching and Learning in Schools, has been approved as a Technical Certificate for the Advanced Apprenticeship in Supporting Teaching and Learning in Schools.

Straightforward to implement, teach and assess

Implementing Pearson qualifications could not be easier. They are designed to easily fit easily into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. Pearson qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

Pearson qualifications are understood and recognised by a large number of organisations in a wide range of sectors. Pearson qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs – in this case the Training and Development Agency for Schools (TDA). Many industry and professional bodies offer successful Pearson learners exemptions for their own accredited qualifications.

All you need to get started

To help you off to a flying start, we have developed an enhanced specification that gives you all the information you need to start teaching Pearson qualifications. This includes:

- a framework of equivalencies, so you can see how these qualifications compare with other Pearson vocational qualifications

- information on rules of combination, structures and quality assurance, so you can deliver the qualifications with confidence

- explanations of the content's relationship with the learning outcomes

- guidance on assessment, and what the learner must produce to achieve the unit.

Do not forget, we are always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

Contents

What are Pearson Edexcel Level 3 Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less
  (equivalent to a range of 1–12 credits)

- Certificate – a qualification with a TQT value in the range of 121–369
  (equivalent to a range of 13–36 credits)

- Diploma – a qualification with a TQT value of 370 or more
  (equivalent to 37 credits and above).

Pearson Edexcel Level 3 Award in Supporting Teaching and Learning in Schools

The Pearson Edexcel Level 3 Award is an introduction to the knowledge required for support staff roles that directly support teaching and learning.

The Award supports pre-service, transition or early career learning for teaching assistants and other learning support roles in schools.

Pearson Edexcel Level 3 Certificate in Supporting Teaching and Learning in Schools

The Pearson Edexcel Level 3 Certificate extends the work-related focus of the Edexcel Level 3 Award and covers some of the knowledge and practical skills required for support staff roles that directly support teaching and learning.

The Pearson Edexcel Level 3 Certificate offers an engaging programme for those who are clear about the vocational area they want to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the Pearson Edexcel Level 3 Certificate can extend learner's knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

Pearson Edexcel Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

The Pearson Edexcel Level 3 Diploma in Specialist Support for Teaching and Learning in Schools extends the work-related focus of the Pearson Edexcel Level 3 Certificate in Supporting Teaching and Learning in Schools. There is potential for the qualification to prepare learners for employment in a particular vocational sector and it is suitable for those who have decided that they wish to enter a specific area of work.

The Pearson Edexcel Level 3 Diploma in Specialist Support for Teaching and Learning in Schools has been approved as one of the components required for the Supporting Teaching and Learning Apprenticeship framework. The qualification has been designed to assess the knowledge and competence required to work in the sector.

2   Specification – Pearson Edexcel Level 3 Award/Certificate/Diploma specialist qualifications in Supporting Teaching and Learning in Schools– Issue 4 – March 2017

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Key features of the Pearson Edexcel Level 3 qualifications in Supporting Teaching and Learning in Schools

The Pearson Edexcel Level 3 qualifications in Supporting Teaching and Learning in Schools have been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life

- achieve a nationally recognised, Level 3 vocationally-related qualification

- progress to employment in a particular vocational sector

- progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Pearson Edexcel Level 3 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work. NOS form the basis of National Vocational Qualifications (NVQs).

The Pearson Edexcel Level 3 Award and Certificate in Supporting Teaching and Learning in Schools and the Pearson Edexcel Level 3 Diploma in Specialist Support for Teaching and Learning in Schools relate to the following NOS: National Occupational Standards in Supporting Teaching and Learning in Schools.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the have rules of combination.

Rules of combination for the Pearson Edexcel Level 3 qualifications

When combining units for a Pearson Edexcel Level 3 qualification in Supporting Teaching and Learning in Schools it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson Edexcel Level 3 Award in Supporting Teaching and Learning in Schools

1   Qualification credit value: a minimum of 12 credits. GLH: 80

2   Minimum credit to be achieved at, or above, the level of the qualification: 12 credits.

3   All credits must be achieved from the units listed in this specification.

4   TQT 120 hours.

Pearson Edexcel Level 3 Certificate in Supporting Teaching and Learning in Schools

1   Qualification credit value: a minimum of 32 credits. GLH: 180

2   Minimum credit to be achieved at, or above, the level of the qualification: 32 credits.

3   All credits must be achieved from the units listed in this specification.

4   TQT 320 hours.

Pearson Edexcel Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

1   Qualification credit value: a minimum of 44 credits. GLH: 232

2   Minimum credit to be achieved at, or above, the level of the qualification: 40 credits.

3   All credits must be achieved from the units listed in this specification.

4   TQT 400 hours

Pearson Edexcel Level 3 Award in Supporting Teaching and Learning in Schools

The Pearson Edexcel Level 3 Award in Supporting Teaching and Learning in Schools is a 12-credit and 80 guided learning hour (GLH) qualification that consists of 4 mandatory units that provide for a combined total of 12 credits, TQT 120.

Pearson Edexcel Level 3 Award in Supporting Teaching and Learning in Schools			
Unit	Mandatory units	Credit	Level
1	Communication and Professional Relationships with Children, Young People and Adults	2	3
6	Schools As Organisations	3	3
10	Understand Child and Young Person Development	4	3
11	Understand How to Safeguard the Wellbeing of Children and Young People	3	3

The Pearson Edexcel Level 3 Award in Supporting Teaching and Learning in Schools is a knowledge-based qualification which supports transition, pre-service or early career learning for all support staff roles in schools. The Award is made up of four mandatory units covering the essential knowledge required to work with children and young people and the school context.

The Level 3 Award provides the essential knowledge needed to work with children and young people in a school context. The Award might be particularly suitable for:

- those looking for an introductory qualification as a preparation for working in schools

- those who already hold a Level 3 qualification, or above, in their specialist area for example administration or catering, but are looking to move into a similar role in a school

- recently appointed support staff who are new to working in schools.

Pearson Edexcel Level 3 Certificate in Supporting Teaching and Learning in Schools

The Pearson Edexcel Level 3 Certificate in Supporting Teaching and Learning in Schools is a 32 credit and 180 guided learning hour (GLH) qualification that consists of 11 mandatory units. At least 24 credits must be achieved at the level of the qualification or above, TQT 240.

The Certificate is made up of the following 11 mandatory units:

- the four mandatory units in the Pearson Edexcel Level 3 Award in Supporting Teaching and Learning in Schools

- seven additional mandatory units covering generic aspects of supporting teaching and learning in schools.

Pearson Edexcel Level 3 Certificate in Supporting Teaching and Learning in Schools			
Unit	Mandatory units	Credit	Level
1	Communication and Professional Relationships with Children, Young People and Adults	2	3
2	Develop Professional Relationships with Children, Young People and Adults	2	3
3	Engage in Personal Development in Health, Social Care or Children's and Young People's Settings	3	3
4	Promote Children and Young People's Positive Behaviour	3	3
5	Promote Equality, Diversity and Inclusion in Work with Children and Young People	2	3
6	Schools as Organisations	3	3
7	Support Assessment for Learning	4	3
8	Support Children and Young People's Health and Safety	2	3
9	Support Learning Activities	4	3
10	Understand Child and Young Person Development	4	3
11	Understand How to Safeguard the Wellbeing of Children and Young People	3	3

The Pearson Edexcel Level 3 Certificate in Supporting Teaching and Learning in Schools combines knowledge and practice for those support staff roles that directly support teaching and learning, for example teaching assistants or learning support assistants.

The Certificate incorporates the Level 3 Award units with additional mandatory units derived from the Level 3 NOS for Supporting Teaching and Learning in Schools. The Level 3 Certificate recognises competence in generic aspects of supporting teaching and learning in schools.

The Certificate is designed to provide:

- education and training for those with a responsibility to support teaching and learning within educational settings
- opportunities for those supporting teaching and learning in schools to achieve a nationally recognised, Level 3 vocational qualification
- the knowledge, understanding and skills learners need to provide effective support for teaching and learning in educational settings
- opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

Pearson Edexcel Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

The Pearson Edexcel Level 3 Diploma in Specialist Support for Teaching and Learning in Schools is a 44 credit and 232 guided learning hour (GLH) qualification that consists of 11 mandatory units plus optional units that provide for a combined total of 44 credits, where at least 40 credits must be at Level 3 or above, TQT 440.

The Diploma is made up of the 11 mandatory units in the Pearson Edexcel Level 3 Certificate in Supporting Teaching and Learning in Schools together with optional units covering specialisms such as supporting literacy and numeracy development, supporting a curriculum area, behaviour support, additional support needs for example gifted and talented, special educational needs, bilingual support/English as an additional language, pastoral and welfare support, examination invigilation, extra-curricular activities, working with parents, learning guide, induction mentor, team leadership.

Pearson Edexcel Level 3 Diploma in Specialist Support for Teaching and Learning in Schools			
Unit	Mandatory units	Credit	Level
1	Communication and Professional Relationships With Children, Young People and Adults	2	3
2	Develop Professional Relationships With Children, Young People and Adults	2	3
3	Engage in Personal Development in Health, Social Care or Children's and Young People's Settings	3	3
4	Promote Children and Young People's Positive Behaviour	3	3
5	Promote Equality, Diversity and Inclusion in Work With Children and Young People	2	3
6	Schools as Organisations	3	3
7	Support Assessment for Learning	4	3
8	Support Children and Young People's Health and Safety	2	3
9	Support Learning Activities	4	3
10	Understand Child and Young Person Development	4	3
11	Understand How to Safeguard the Wellbeing of Children and Young People	3	3

Unit	Optional units		
	Group A		
12	Plan and Deliver Learning Activities Under the Direction of a Teacher	4	3
13	Provide Literacy and Numeracy Support	3	3
14	Support Children's Speech, Language and Communication	4	3
15	Support Delivery of the 14-19 Curriculum	3	3
16	Support Gifted and Talented Learners	4	3
17	Support Literacy Development	3	3
18	Support Numeracy Development	3	3
19	Support Teaching and Learning in a Curriculum Area	3	3
	Group B		
20	Provide Bilingual Support for Teaching and Learning	6	3
21	Support Bilingual Learners	4	3
	Group C		
22	Support Children and Young People with Behaviour, Emotional and Social Development Needs	4	3
23	Support Disabled Children and Young People and Those with Special Educational Needs	5	3
24	Support Individuals to Meet Personal Care Needs	2	2
25	Support Learners with Cognition and Learning Needs	4	3
26	Support Learners with Communication and Interaction Needs	4	3
27	Support Learners with Sensory and/or Physical Needs	4	3

	Group D		
28	Develop Interviewing Skills for Work with Children and Young People	3	3
29	Facilitate the Learning and Development of Children and Young People Through Mentoring	4	3
30	Improving the Attendance of Children and Young People in Statutory Education	5	3
31	Provide Information and Advice to Children and Young People	3	3
32	Promote the Wellbeing and Resilience of Children and Young People	4	3
33	Support Children and Young People During Transition in Their Lives	4	3
34	Support Children and Young People to Achieve Their Education Potential	4	3
35	Support Children and Young People to Make Positive Changes in Their Lives	4	3
36	Support Young People in Relation to Sexual Health and Risk of Pregnancy	2	3
37	Support Young People to Develop, Implement and Review a Plan of Action	3	3
38	Support Young People Who Are Socially Excluded or Excluded From School	2	3
	Group E		
39	Assist in the Administration of Medication	4	3
40	Invigilate Tests and Examinations	3	3
41	Lead an Extra-curricular Activity	3	3
42	Maintain Learner Records	3	3
43	Monitor and Maintain Curriculum Resources	3	3
44	Organise Travel for Children and Young People	2	3
45	Supervise Children and Young People On Journeys, Visits and Activities Outside of the Setting	3	3
46	Work in Partnership With Parents to Engage Them in Their Children's Learning and Development in School	6	3

	Group F		
47	Plan, Allocate and Monitor Work of a Team	5	3
48	Provide Leadership and Direction for Own Area of Responsibility	5	4
49	Set Objectives and Provide Support for Team Members	5	3
50	Support Learning and Development Within Own Area of Responsibility	5	4
51	Team Working	3	3
52	Work With Other Practitioners to Support Children and Young People	3	3

The Pearson Edexcel Level 3 Diploma in Specialist Support for Teaching and Learning in Schools combines knowledge and practice for those specialist support staff roles that directly support teaching and learning.

The Level 3 Diploma recognises competence in both generic and specialist aspects of supporting teaching and learning in schools.

Early Years Foundation Stage

The Diploma covers all the roles within the National Occupational Standards for Supporting Teaching and Learning in Schools, with the exception of those working in the Early Years Foundation Stage (EYFS). Those working in the EYFS should be directed towards the Pearson Edexcel Level 3 Diploma for the Children and Young People's Workforce.

Barred combinations

Sometimes a qualification will include units with a significant degree of overlap in content but which also have key differences relating to the precise role of the learner or the context in which they are working.

Because of the amount of duplication between such units, it would not be appropriate to award learners credit for each, so the rules of combination bar learners from taking similar units within a single qualification.

Barred combination:

Qualification	unit title	WBA reference		unit title	WBA reference
L3 Diploma in Specialist Support for Teaching and Learning in Schools	Provide Leadership and Direction for Own Area of Responsibility	T/600/9601	**May not be taken with**	Set Objectives and Provide Support for Team Members	M/600/9600

Required combinations

In order to avoid duplication of assessment and to ensure learners have the full range of skills, knowledge and understanding necessary to be competent in a particular area, learners choosing to take one optional unit may also be required to take another unit. For example, learners choosing to take any of the units relating to the different types of special educational needs (SEN) are also required to take a unit that ensures that they have a broad understanding of the requirements of pupils with SEN and possess the generic skills needed to provide effective support.

Required combinations are:

Qualification	unit title	WBA reference		unit title	WBA reference
L3 Diploma in Specialist Support for Teaching and Learning in Schools	Support Children and Young People With Behaviour, Emotional and Social Development Needs	Y/601/7707	**Must be taken with**	Support Disabled Children and Young People and Those With Special Educational Needs	H/601/7726
	Support Learners With Cognition and Learning Needs	M/601/8121	**Must be taken with**	Support Disabled Children and Young People and Those With Special Educational Needs	H/601/7726
	Support Learners With Communication and Interaction Needs	K/601/8134	**Must be taken with**	Support Disabled Children and Young People and Those With Special Educational Needs	H/601/7726

Qualification	unit title	WBA reference		unit title	WBA reference
	Support Learners With Sensory and/or Physical Needs	M/601/8135	**Must be taken with**	Support Disabled Children and Young People and Those With Special Educational Needs	H/601/7726
	Support Individuals to Meet Personal Care Needs	F/601/8060	**Must be taken with**	Support Disabled Children and Young People and Those With Special Educational Needs	H/601/7726
	Provide Bilingual Support for Teaching and Learning	D/601/7725	**Must be taken with**	Support Bilingual Learners	Y/601/7724

Safeguarding

Providers must ensure that the requirements for registration with the Independent Safeguarding Authority (ISA) and Criminal Records Bureau (CRB) checks for those working with children and young people are complied with. This may involve arranging ISA registration for learners not in employment or checking that school procedures have been followed satisfactorily for learners employed in a school.

Exemptions

Exemption from requirements to achieve one or more units in a qualification may be given for achievement that has been certificated outside of the, such as through the National Qualifications Framework (NQF). It is not anticipated that learners who have achieved NQF qualifications will also take qualifications designed to meet the same purpose, at the same level and based on the same National Occupational Standards. Consequently, exemption has not been planned for all NVQ units that have potentially equivalent versions. Learners should progress to qualifications at a higher level, or achieve individual or packages of units for the purpose of accredited professional development where their role has changed or expanded since they achieved the qualification.

A centre will need to ensure there is a system in place to record exemptions. Detailed guidance on this subject is provided at: qualifications.pearson.com/Policies/Documents/RPL%20march09%20vnl.2.pdf.

Note that, where an exemption from the requirement to achieve a unit(s) is agreed, the learner will be able to achieve the qualification but will not be awarded credit for the exempted unit.

Equivalent units

Although following a similar process to that for exemptions, equivalent units are those awarded from another qualification and/or recognised awarding organisation within the. There may also be circumstances where credits from expired (and therefore inactive) units can still be counted towards a qualification. Equivalent units must cover all the content of the unit they are deemed to be equivalent to although, in some cases, they may be larger units with additional content.

Initial assessment

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

Steps taken in carrying out an initial assessment include:

- checking that the learner has the language, literacy and numeracy skills necessary to achieve the qualification they are registering for, offering support where needed
- ensuring that, where a learner is registering for a qualification that includes workplace assessment , they will have opportunities to demonstrate the relevant criteria in their day-to-day work.
- identifying opportunities for `quick wins' to motivate learners and those who support them within the school, considering opportunities for:
  - transferring credit from units that also appear in the rules of combination of other qualifications
  - recognising the equivalency of any units already achieved
  - claiming exemptions for achievements outside of the
  - using the RPL process to claim credit for what the learner already knows and can do for immediate assessment.
- identifying what learners need to learn.

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

- learner self-assessment
- head teacher/line manager appraisal
- previous qualifications and achievements
- prior learning and experience
- learning style preferences
- job role and career aspirations
- potential, aptitude and commitment, and personal circumstances.

Learning plans

Each learner should have clearly identified learning objectives and an individual learning plan which sets out the learning outcomes of their chosen qualification and how these will be achieved.

Learning plans should:

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

Assessment planning

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

Where the qualification includes workplace assessment, assessors should:

- get to know the learner and their school
- find out when the learner is available for assessment, for example what hours/days they work

- take account of the learner's job role and circumstances, for example what teachers, classes, groups or individual pupils they work with, their timetable, their out-of-school commitments

- identify opportunities for demonstrating competence, for example contributing to planning learning for pupils may not be the same for each teacher they work with

- make good use of the mentor, if available, to facilitate assessment opportunities (but keep them separate from the assessment process)

- ensure assessment planning takes account of the learner's learning needs and agree plans for addressing these.

Carrying out assessments

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

Assessment of knowledge and understanding

The units that contribute to the Pearson Edexcel Level 3 Award in Supporting Teaching and Learning in Schools assess knowledge and understanding only, and there are no requirements for any criteria to be assessed in the workplace. A range of assessment methods are available and care should be taken to select the method most appropriate to the learner's circumstances. For example, a learner taking the units that contribute to the Award may be doing so as part of a larger qualification (Certificate or Diploma) that includes units that covers skills in the workplace. To minimise the burden of assessment, the assessor may look for opportunities to elicit evidence for the achievement of knowledge-based criteria in related competency units through evidence such as reflective logs, professional discussion etc. Where a learner taking one of the qualifications is not yet working in a school, other methods of assessment may be more appropriate.

Assessment in the workplace

When a learning outcome requires learners `to be able to...' the assessment criteria will need to be assessed in the workplace by direct observation, witness testimony or observation by an expert witness. This is in accordance with the TDA Assessment Principles, see *Annexe E*.

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

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

- improve the efficiency and effectiveness of the assessment process as well as making more sense to learners

- allow evidence for a number of learning outcomes to be drawn from a range of activities, thus making it easier to cover aspects that may not occur in a one-off assessment

- avoid the inefficient use of assessment opportunities and over assessment associated with assessment planning on an outcome-by-outcome or unit-by-unit basis.

The use of simulation

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

- the contingency to which the learner is required to respond must be realistic and reasonable in terms of its scale and the speed of response required

- the learner must be able to demonstrate the actions they would take, using equipment and materials commonly found within the school they are working in

- information available to the learner on the nature of the contingency and the expected response must be consistent with the policies and practices of the school in which they are working.

Units where simulation is acceptable are:

Unit title	Assessment criteria where simulation is allowed
Assist in the Administration of Medication	6.1
Supervise Children and Young People on Journeys, Visits and Activities Outside of The Setting	3.6

Tracking progress

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

Reviews should take account of:

- actions agreed at the last review meeting

- progress made in relation to the agreed learning plan

- assessments undertaken

- any problems or obstacles encountered and how these will be addressed

- any changes in learner or school circumstances for example changed work role

- future learning needs and how they will be addressed
- any implications for the assessment plan, revising this as appropriate.

Progress reviews should also be used to check that the learner and the head teacher/line manager:

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

Expertise requirements of assessors and expert witnesses

Assessors

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

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

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

Those who assess units, or criteria within units, that relate to knowledge and understanding must themselves have knowledge relevant to the units that they are assessing. Those who are occupationally competent will also be occupationally knowledgeable.

Being occupationally competent means teachers are also occupationally knowledgeable. This occupational competence should be maintained on a regular basis through clearly demonstrable continuous learning and professional development.

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

Expert witnesses

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

Expert witnesses can be drawn from a wide range of people who can attest to performance in the workplace. Schools can support the assessment process by encouraging and supporting members of staff to act as expert witnesses. A qualified assessor will make the final judgement about a learner's competence based on testimony provided by the expert witness, together with other corroborating evidence.

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

Unit	Potential expert witnesses
Support Children and Young People's Health and Safety	Health and safety officer Child protection officer School nurse
Contribute to Supporting Bilingual Learners	English as an additional language (EAL) specialist teacher EAL specialist teaching assistant (TA) Experienced bilingual support assistant
Support Children and Young People With Disabilities and Special Educational Needs	Special educational needs coordinator (SENCO)
Move and Position Individuals	School nurse Physiotherapist
Provide Support for Therapy Sessions	Therapist, as relevant to the context of support provided eg speech and language, physiotherapist, occupational therapist
Support Children and Young People's Play And Leisure	Play worker
Invigilate Tests and Examinations	Examinations officer Senior/lead invigilator
Help Improve Own and Team Practice in Schools	Learner's line manager or mentor School continuing professional development coordinator
Support Teaching and Learning in a Curriculum Area	Subject or curriculum area specialist

Unit	Potential expert witnesses
Support Bilingual Learners	EAL specialist teacher
	EAL specialist TA
	Experienced bilingual support assistant
Provide Bilingual Support for Teaching and Learning	EAL specialist teacher
	EAL specialist TA
	Experienced bilingual support assistant
Support Children and Young People With Behaviour, Emotional and Social Development Needs	Behaviour specialist
	Children's social worker
Support Disabled Children and Young People and Those With Special Educational Needs	SENCO
Support Learners With Sensory and/or Physical Needs	SENCO
	Speech and language therapist
	Specialist teacher of children and young people with sensory impairments
Support Learners With Cognition and Learning Needs	SENCO
	Educational psychologist
Support Learners With Communication and Interaction Needs	SENCO
	Specialist teacher of children and young people with sensory impairments
Assist in the Administration of Medicine	School nurse
	GP practice nurse
	Health visitor
Support Individuals to Meet Personal Care Needs	School nurse
	Health visitor
	Healthcare assistant
Enable Young People To Be Active Citizens	Youth worker

Unit	Potential expert witnesses
Support Young People in Tacking Problems and Taking Action	Youth worker
Provide Information and Advice to Children and Young People	Youth worker Learning mentor
Facilitate the Learning and Development of Children and Young People Through Mentoring	Learning mentor
Support Young People in Relation to Sexual Health and Risk Of Pregnancy	School nurse Health visitor
Improving the Attendance of Children and Young People in Statutory Education	Education welfare mentor officer Senior staff with responsibility for attendance
Support Young People Who Are Socially Excluded or Excluded From School	Education welfare officer Home-school liaison officer Parent support adviser
Lead an Extra-curricular Activity	Specialist teacher/coach in the relevant area eg football coach, music teacher, drama teacher
Work With Parent's to Engage Them in Their Child's Learning	Parent support adviser
Monitor and Maintain Curriculum Resources	School bursar/business manager
Supervise Whole Class Learning Activities	Senior management team member with responsibility for cover
Supervise Children and Young People On Journeys, Visits and Activities Outside of the Setting	Educational visits coordinator

Unit	Potential expert witnesses
Organise Travel for Children and Young People	Educational visits coordinator
Provide Leadership and Direction for Own Area of Responsibility	School leaders

Expert witnesses must be familiar with the unit they are providing testimony for. In addition to being occupationally competent in their area of expertise, expert witnesses must either have a qualification relating to workplace assessment or be in a role which requires them to evaluate the practice of others.

Assessment

All units within these qualifications are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed all the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and

- achieve the learning outcomes.

All assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be indicated clearly in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be: current, ie to reflect the most recent developments and issues local, ie to reflect the employment context of the delivering centre flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Pearson Edexcel Level 3 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time

- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Pearson Edexcel Level 3 Specialist qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering Pearson Level 3 qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

The Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for Pearson Edexcel Level 3 qualifications and units
- quality review of centre verification practice
- annual visit to centres by occupationally competent and qualified Pearson Standards Verifiers for the sampling of internal verification and assessor decisions for the occupational sector
- an annual visit by Pearson Centre Quality Reviewers to assess overarching processes and quality standards.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for the Pearson Edexcel Level 3 qualifications are available on our website (qualifications.pearson.com) under Signposts to Quality.

Programme design and delivery

Mode of delivery

Pearson does not normally define the mode of delivery, and therefore, centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by: liaising with employers to ensure a course relevant to learners' specific needs accessing and using non-confidential data and documents from learners' workplaces including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment linking with company-based/workplace training programmes making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Pearson Edexcel Level 3 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the Essential resources sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson Edexcel Level 3 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Functional skills

Pearson Edexcel Level 3 Specialist qualifications give learners opportunities to develop and apply functional skills. Functional skills are, however, not required to be achieved as part of the BTEC Specialist qualification(s) rules of combination. Functional skills are offered as stand -alone qualifications, see *Annexe C* .

Access and recruitment

Pearson's policy regarding access to its qualifications is that: they should be available to everyone who is capable of reaching the required standards they should be free from any barriers that restrict access and progression there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to Pearson qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Pearson Edexcel Level 3 qualifications in Supporting Teaching and Learning in Schools for learners aged 16 and above.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications, which can be found on the Pearson website (omqualifications.pearson.cm). This policy replaces the previous Pearson policy (Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

All units in the Pearson Edexcel Level 3 Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit code

Each unit is assigned a unit code that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows how the unit content is structured and gives the terminology used to explain the different components within the content.

Learning outcome: this is shown in bold at the beginning of each section of content.

- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.

- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.

- Brackets contain amplification of content which must be covered in the delivery of the unit.

- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

Delivery – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.

Assessment – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.

Essential resources – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.

Indicative resource materials – gives a list of learner resource material that benchmarks the level of study.

Units

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Unit 1: Communication and Professional Relationships with Children, Young People and Adults

Unit code: F/601/3327

Level 3:   Specialist

Credit value: 2

Guided learning hours: 10

Unit aim

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

Unit introduction

Successful relationships have a positive effect on learning and behaviour. Being listened to and responded to by trusting adults encourages active engagement by children and young people and supports the development of curiosity, creativity and resilience, which are key characteristics of effective learning. Adults who demonstrate mutual respect, collaboration and negotiation are positive role models who have a significant impact on the behaviour of children and young people. Integral to building and maintaining positive relationships are effective communication skills. It is also essential for those working in support roles in schools to know the legislation and policies and procedures for confidentiality and sharing information. This unit provides the essential knowledge and understanding required for working in support roles in schools.

Learners will examine the principles of building positive relationships with children, young people and adults. This includes considering reasons why effective communication is important and the effect of social, professional and cultural contexts on communication. Communication difficulties are examined and learners find out how to adapt communication to meet individual needs including how to deal with disagreements with children, young people and adults are studied.

The legislation, policies and procedures relating to confidentiality are examined and why children, young people and adults need reassurance about confidentiality are studied. Learners will also consider situations where confidentiality must be breached.

This unit applies to all support staff roles in schools and is particularly suitable for those preparing for working in schools and those new to working in schools, including parent-helpers and other volunteers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

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

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

How communication supports positive relationships: benefits eg shows respect for individual, values diversity, builds trust, demonstrates genuine interest, respects privacy, encourages autonomy, supports learning, enables effective teamwork, enables negotiation, reinforces self-esteem

Principles of relationship building: ways to build relationships eg recognise the uniqueness of everyone as an individual, honesty, dependability, integrity, confidentiality; importance of relationships for learning; know role and responsibilities, how own role relates to colleagues; respect the skills and expertise of others; contribution to effective teamwork; follow organisations expectations and procedures for good working relationships; communicate effectively eg keep colleagues informed, use agreed lines of communication, maintain confidentiality; know own role in relation to parents; differences between professional and personal relationships; contribute to Every Child Matters Outcomes

Effect of social, professional and cultural contexts on relationships and communication: eg power relationships, cultural expectations, social differences, prejudice, pre-conception, stereotyping

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

Skills for communication: verbal skills eg form and tone of expression, questioning, confirming, reflecting; clarifying meaning, encouraging contributions from others, offer choices; non-verbal skills and behaviour eg eye contact, facial expressions, body movement, posture, gesture, muscle tension, touch, proximity, orientation, facial expressions, gestures, active listening; importance of contact and cultural differences in interpretation of non-verbal communications; empathy eg responding to emotional state

Adapting communication: ways eg language appropriate, meaning/message, concentrate on one issue at a time, do not give mixed messages, match words to body language, open questions, active listening, encourage discussion and debate; contexts eg hearing difficulties, children with English as an additional Language (EAL), promote thinking and talking in first languages to support understanding, group EAL learners who share the same home language

Differences: context eg communication formal, informal, form of address; type of communication eg verbal, language, non-verbal, orientation, confidentiality

Adapting communication: use of clear speech and plain language; different needs eg EAL, hearing difficulty, visual impairment; adaptations eg translator/interpreter, quiet room, hearing loop, signing, Braille

Managing disagreements: behaviours eg keep calm, encourage individuals to articulate their point of view, find common ground, negotiate a compromise, win-win solutions, support children and young people to deal with disagreements, follow school policy and procedures for behaviour and reporting, restorative justice

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

Legislation, policies and procedures: range eg for home country, human rights eg Human Rights Act 1998, Human Rights Act 2004, for safeguarding children eg Children Act 1989, Children Act 2004, relating to freedom of information eg Data Protection Act, Every Child Matters, policies and procedures in own organisation

Reassuring about confidentiality: aspects eg information shared on need to know basis, human right for privacy, protecting information when using social networking sites, buying online, using a mobile phone, procedure in own organisation, whistle-blowing

Essential guidance for tutors

Delivery

This unit should be delivered through a combination of tutor input and active learning experiences. DVDs and case studies will give learners opportunities to link theory to practice. Role play enables learners to develop and practise their interpersonal and communication skills. Discussions, peer observations and peer assessment support assessment for learning and contribute to an understanding of the skills required for effective practice.

Learners should also be encouraged to demonstrate an awareness of the importance of communication skills in addressing issues of equality, diversity, and the rights and responsibilities of children and young people.

At this level the focus needs to be on understanding the significance of positive relationships in relation to the wellbeing and learning of children and young people and exploring how effective communication enables this. The Emphasis needs to be on understanding the behaviour and communication skills required to develop and maintain positive relationships with children, young people and adults and to provide positive role models.

Learners should be introduced to why effective communication is important for establishing and maintaining positive relationships with children, young people and adults. How positive relationships enhance self-esteem and encourage learning could be explored through relevant research. The impact of social, professional and cultural contexts on relationships and communication should also be explored.

It is essential that learners understand the communication skills needed to establish and maintain relationships. Learners need to explore ways to meet the communication needs of individuals by adapting communication for different ages and stages of development and for different contexts.

Learners should be introduced to the current national legislation for confidentiality and data protection which can be accessed from relevant government department websites. They should have the opportunity to look at a range of school policies and procedures for confidentiality and data protection and consider how these may impact on working practices. It is essential that learners know the situations when confidentiality must be breached to safeguard children and young people.

Learners should be encouraged to share their experience of working in schools through employment, as a parent-helper or work experience.

Assessment

This is a knowledge-based unit. Evidence from workplace performance is not required.

Suggested assessment activities

Assessment will be through tasks, projects and other activities completed individually to meet the assessment criteria. Learners should draw on any relevant practical experience of working in schools but will not be assessed directly on workplace performance.

For learning outcomes 1 and 2, learners could research and produce a guidance document to use for the induction of new support workers in school to help them understand the principles of developing positive relationships with children and, young people and adults and the skills they need to communicate effectively. Case studies may be used to support explanations.

The document needs to include why effective communication is important for developing relationships, the principles of relationship building, explanations of how social, professional and cultural contexts impact on relationships and communications, clarification of the skills required for effective communication, how to adapt communication to meet the needs of individuals and in different contexts and how to manage disagreements with children, young people and adults, explaining reasons for responses.

For learning outcome 3, learners could produce a reference document for all school staff giving details about confidentiality and data protection to include legislation relating to confidentiality and data protection, school procedures for confidentiality and data protection, reasons why it is important to reassure children, young people and adults about confidentiality and why confidentiality may need to be breached.

Essential resources

Learners will need access to legislation for the relevant home nation and examples of school policies and procedures for confidentiality and data protection.

Indicative resource materials

Textbooks

Bentham S – *A Teaching Assistant's Guide to Child Development and Psychology in the Classroom* (Routledge, 2003) ISBN 9780415311083

Blake S, Bird J & Gerlach S – *Promoting Emotional and Social Development in Schools: A Practical Guide* (Sage Publications, 2007) ISBN 9781412907316

Burnham L – *S/NVQ Level 2 Teaching Assistant's Handbook: Supporting Teaching and Learning in Schools, 2nd Edition* (Heinemann, 2008) ISBN 9780435449308

Burnham L – *Supporting Teaching and Learning in Schools (Primary)* (Heinemann, 2010) ISBN 9780435032043

Burnham L – *Supporting Teaching and Learning in Schools (Secondary)* (Heinemann, 2010) ISBN 9780435032050

Dunhill A, Elliott B & Shaw A– *Effective Communication and Engagement with Children and Young People, their Families and Carers (Creating Integrated Services)* (Learning Matters, 2009) ISBN 9781844452651

Foley P & Leverett S – *Connecting with Children: Developing Working Relationships* (The Policy Press, 2008) ISBN 9781847420589

Kamen T – *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3, 2nd Edition* (Hodder Education, 2008) ISBN 9780340959381

Riley P – *Attachment Theory and the Teacher-student Relationship* (Routledge, 2010) ISBN 9780415562621

Journals

Times Education Supplement (TES)

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Websites

www.education.gov.uk/	Department for Education
www.direct.gov.uk/en/Governmentcitizensandrights/Yourrightsandresponsibilities	Directgov
www.nationalstrategies.standards.dcsf.gov.uk/earlyyears	The National Strategies
www.tda.gov.uk	The Training and Development Agency for Schools
www.teachers.tv	Teachers TV
www.teachernet.gov.uk	Teachernet

Unit 2: Develop Professional Relationships with Children, Young People and Adults

Unit code:	H/601/4065
Level 3:	Specialist
Credit value:	2
Guided learning hours: 10	

Unit aim

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

Unit introduction

Successful relationships are fundamental for effective working with children, young people and adults. Being listened to and responded to by trusting adults encourages active engagement by children and young people and supports the development of curiosity, creativity and resilience, which are key characteristics of effective learning.

Adults who demonstrate mutual respect, collaboration and negotiation are positive role models who can have a significant impact on the behaviour of children and young people. Positive relationships are key to effective teamwork in schools. Integral to building and maintaining positive relationships are effective communication skills. In this unit learners develop professional relationships with children, young people and adults which are essential for support workers in school.

Learners demonstrate their ability to develop professional relationships with children and young people, responding supportively and realistically and supporting their choices.

Learners will communicate with children and young people to meet their individual needs, using different forms of communication and strategies to promote understanding and trust. They will demonstrate competence in developing professional relationships with adults.

Learners will show they are effective role models and able to support children and young people to develop positive relationships by encouraging and supporting them to understand and respect one another and deal with conflict.

Learners will comply with the school's policies and procedures for confidentiality, sharing information and data protection.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to develop professional relationships with children and young people	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
2 Be able to communicate with children and young people	2.1 Demonstrate how to adapt communication with children and young people for: the age and stage of development of the child or young person and the context of the communication and communication differences
	2.2 Demonstrate strategies and techniques to promote understanding and trust in communication with children and young people
3 Be able to develop professional relationships with adults	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 and 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

Learning outcomes	Assessment criteria
4 Be able to support children and young people in developing relationships	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 and 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
5 Be able to comply with policies and procedures for confidentiality, sharing information and data protection	5.1 Apply the setting's policies and procedures for: sharing information, confidentiality and data protection
	5.2 Demonstrate how to report and record information formally and informally in the appropriate way for the audience concerned

Unit content

1 **Be able to develop professional relationships with children and young people**

Establish rapport and respectful, trusting relationships: ways eg recognise the uniqueness of each child, value diversity, honesty, respect, dependability, integrity, confidentiality, empathy, genuine interest; communicate effectively eg active listening

Supportive and realistic responses: responses eg: appropriate to age/stage of development of child/young person, value all contributions, answer questions honestly, consistent responses, sensitive responses to concerns

Making choices: offer realistic choices eg give children/young people sense of control, encourage participation in decision making, discuss targets for work or behaviour, encourage involvement in school councils

Give attention fairly: ways eg balance the needs of individuals with those of the group, children and young people have different needs, sit close to children/young people who need more reassurance

2 **Be able to communicate with children and young people**

Forms of communication: range eg spoken language, body language, active listening, communication through play, sign language

Adapting communication: ways eg use appropriate language, meaning/message, brief, specific, concentrate on one issue at a time, do not give mixed messages, match words to body language, use open questions, active listening, encourage discussion and debate

Adapt communication for context: contexts eg in learning situation, in play/leisure situations, formal language, informal language, tone

Adapt communication for communication differences: importance of contact and cultural differences in interpretation of non-verbal communications; hearing difficulties eg sign language, use visual prompts, check understanding, ensure seating allows pupil to see teacher's face, use of hearing aids; children/young people with English as an additional Language (EAL) eg use culturally relevant resources, promote thinking and talking in first languages to support understanding, group EAL pupils who share the same home language; use of Braille for children/young people with visual impairment; awareness of emotional state affecting communication; advice from SENCO

Strategies and techniques to promote understanding and trust: ways eg active listening, avoid assumptions, use questions to clarify and check understanding, summarise and confirm key points, carry out promises/action, demonstrate empathy

3 **Be able to develop professional relationships with adults**

Establish rapport and professional relationships: approaches eg recognise the uniqueness of each person as an individual, value diversity, honesty, dependability, integrity, empathy, respect for experience and expertise of others; contribute to effective teamwork eg offer to help, follow organisation's expectations and procedures for good working relationships; communicate effectively eg keep colleagues informed, use agreed lines of communication, maintain confidentiality, know own role in relation to parents; differences between professional and personal relationships

Adapt communication for cultural and social differences: appreciate cultural differences in interpretation of verbal and non-verbal communications eg eye contact, orientation, gestures, use of language, interpreters

Adapting communication: situations eg in the classroom, informal eg the staffroom, forms of address, non-verbal communication eg orientation, gestures, formal types of communication eg emails, newsletters; use of clear speech and plain language; different needs eg EAL, hearing difficulty, visual impairment, adaptations eg translator/ interpreter, quiet room, hearing loop, signing, Braille

Strategies and techniques: eg active listening, avoid assumptions, respect opinions of others, negotiate, value diversity, use preferred forms of address

Skills and techniques to resolve misunderstandings and conflicts constructively: behaviours eg keep calm, encourage individuals to articulate their point of view, find common ground, negotiate a compromise, win-win solutions, awareness of disagreements that may arise because of poor communication eg between setting and adult

Refer adults: seek advice from SENCO or member of the senior management team; maintain professional relationship

4 **Be able to support children and young people in developing relationships**

Value and importance of positive relationships: establish relationships eg encourage children and young people to work in pairs, groups, encourage listening to others in class, encourage valuing others contributions and ideas, sharing

Effective role modelling: demonstrate consistent positive relationships with all children, young people and adults in the school

Strategies for encouraging respect others: value and respect eg all cultures, ages and personalities, encourage children/young people to speak confidently; role model empathic behaviour; challenge discrimination

Dealing with conflict: support eg in disagreements, keep calm if intervention necessary, follow school policy and procedures for behaviour and reporting, encourage individuals to articulate their point of view, restorative justice

Encouraging others in positive relationships: ways eg respect and value individuals, behave professionally, positive role models

5 **Be able to comply with policies and procedures for confidentiality, sharing information and data protection**

Information, confidentiality and data protection: sharing eg reporting concerns, lines of reporting, information, confidentiality; policies and procedures for e-safety, cyber bullying, confidentiality; procedures for reporting and recording, information storing

Report and record information: follow polices and procedures of school eg lines of reporting eg informal reporting, formal reporting, accurate, objective, non-judgemental, use of appropriate language

Essential guidance for tutors

Delivery

This unit covers the competence required to develop professional relationships with children, young people and adults. It is recommended that learners have completed the *Unit 1: Communication and Professional Relationships with Children, Young People and Adults,* which includes the required underpinning knowledge, before completing the assessment for this unit.

Learners will need opportunities to build their confidence in developing relationships with children and young people. Activities such as analysis of DVD/videos, visits to schools to observe practice followed by discussions and debates will contribute to learner understanding of the skills required for effective practice.

Role play with peer observations and peer assessment support assessment for learning and provide opportunity for learners to practise the skills and strategies required in different situations with children, young people and adults. Learners should be encouraged to share their experience of working in schools through employment, as a parent-helper or work experience.

Learners could design a format for assembling the evidence required for this unit.

Assessment

All assessment criteria other than 3.5 must be assessed in the workplace.

Suggested assessment activities

Learners must be assessed directly on workplace performance for all assessment criteria (other than 3.5) to demonstrate their competence in developing professional relationships with children, young people and adults. Learners will need to provide evidence of:

- establishing rapport and respectful, trusting relationships with children and young people

- giving supportive and realistic responses to children and young people's questions, ideas, suggestions and concerns

- supporting children and young people in making choices for themselves

- giving attention to individual children and young people in a way that is fair to them and the group as a whole

- using different forms of communication to meet the needs of children and young people

- adapting communication with children and young people for: a) the age and stage of development of the child or young person, b) the context of the communication and c) communication differences

- using strategies and techniques to promote understanding and trust in communication with children and young people

- establishing rapport and professional relationships with adults

- adapting communication with adults for: a) cultural and social differences, b) the context of the communication and c) communication differences

- using strategies and techniques to promote understanding and trust in communication with adults

- using skills and techniques to resolve misunderstandings and conflicts constructively

- helping children and young people to understand the value and importance of positive relationships with others

- providing an effective role model in own relationships with children, young people and adults

- using appropriate strategies for encouraging and supporting children and young people to understand and respect other people's: a) individuality, diversity and differences and b) feelings and points of view

- ways of encouraging and supporting children and young people to deal with conflict for themselves

- providing encouragement and support for other adults in the setting to have positive relationships with children and young people

- applying the setting's policies and procedures for: a) sharing information, b) confidentiality and c) data protection

- reporting and recording information formally and informally in the appropriate way for the audience concerned.

For assessment criterion 3.5 a brief explanation of when and how to refer other adults to further sources of information, advice or support will need to be provided, this may be a brief account.

All the assessment criteria for this unit may be supported by a diary or logbook which may include professional discussions and evidence of activities.

Essential resources

Learners will need access to a work placement or be employed in work with children and young people to provide the evidence required for this unit

Indicative resource materials

Textbooks

Bentham S – *A Teaching Assistant's Guide to Child Development and Psychology in the Classroom* (Routledge, 2003) ISBN 9780415311083

Blake S, Bird J & Gerlach S – *Promoting Emotional and Social Development in Schools: A Practical Guide* (Sage Publications, 2007) ISBN 9781412907316

Burnham L – *Supporting Teaching and Learning in Schools (Primary)* (Heinemann, 2010) ISBN 9780-435032-04-3

Burnham L – *Supporting Teaching and Learning in Schools (Secondary)* (Heinemann, 2010) ISBN 9780435032050

Dunhill A, Elliott B, & Shaw A– *Effective Communication and Engagement with Children and Young People, their Families and Carers (Creating Integrated Services)* (Learning Matters, 2009) ISBN 9781844452651

Foley P & Leverett S – *Connecting with Children: Developing Working Relationships* (The Policy Press, 2008) ISBN 9781847420589

Kamen T – *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3, 2nd Edition* (Hodder Education, 2008) ISBN 9780340959381

Riley P – *Attachment Theory and the Teacher-student Relationship* (Routledge, 2010) ISBN 9780415562621

Journals

Early Childhood Education

Early Years Educator

Junior Education

Times Education Supplement

Websites

www.direct.gov.uk/en/Governmentcitizensandrights/ Yourrightsandresponsibilities	Directgov
www.education.gov.uk/	Department for Education
www.nationalstrategies.standards.dcsf.gov.uk/ earlyyears	The National Strategies
www.tda.gov.uk	The Training and Development Agency for Schools
www.teachernet.gov.uk/management/ims/ datamanagement/data_protection	Teachernet
www.teachers.tv	Teachers TV

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Unit 3: Engage in Personal Development in Health, Social Care or Children's and Young People's Settings

Unit code: A/601/1429

Level 3 Specialist

Credit value: 3

Guided learning hours: 10

Unit aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit considers personal development and reflective practice, which are both fundamental to such roles.

Unit introduction

This unit focuses on the personal development required to build on existing skills or develop new ones to help those supporting teaching and learning in schools to be more effective in their role. The concept of reflection and the skills required to become a reflective practitioner are key aspects of this unit.

In this unit learners will consider the competence requirements in their own job role against the relevant standards.

Learners explore the importance of reflective practice and demonstrate their ability to reflect on their practice. The effect of own values, belief systems and experiences on practice are considered.

Learners will evaluate their own performance and use feedback to inform development.

Learners work with others to agree a personal development plan which prioritises their own learning needs, professional interests and development opportunities.

Learners demonstrate they are able to use learning opportunities and reflective practice to contribute to their personal development.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand what is required for competence in own work role	1.1	Describe the duties and responsibilities of own work role
	1.2	Explain expectations about own work role as expressed in relevant standards
2 Be able to reflect on practice	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
3 Be able to evaluate own performance	3.1	Evaluate own knowledge, performance and understanding against relevant standards
	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	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
5 Be able to use learning opportunities and reflective practice to contribute to personal development	5.1	Evaluate how learning activities have affected practice
	5.2	Demonstrate how reflective practice has led to improved ways of working
	5.3	Show how to record progress in relation to personal development

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Unit content

1 Understand what is required for competence in own work role

Duties and responsibilities of own work role: contractual responsibilities eg hours, lines of reporting; specific roles and responsibilities eg behaviour support, supporting pupils with special educational needs, supporting literary and numeracy, supporting bilingual pupils; compliance with policies and procedures of setting eg behaviour, child protection, health and safety; keep up to date with changes to procedures and practice

Expectations about own work role as expressed in relevant standards: National Occupational Standards for supporting teaching and learning in schools (STL NOS); in relation to own duties and responsibilities

2 Be able to reflect on practice

Importance of reflective practice: practice eg continually review progress to improve or change approaches, strategies, actions, Experiential Learning Cycle (Kolb), provides clarity, identification of learning needs of individual undertaking reflection; benefits to pupils and setting and individual of improved performance

How to reflect on practice: behaviours eg regular reflection; focused; use a structured approach; keep a reflective journal/diary, learning log, diary, critical incident journal; reflective questions eg description, analysis, theory, action, seek alternatives, keep an open mind, view from different perspectives, think about consequences, test ideas through comparing and contrasting

Values, belief systems and experiences affecting working practice: self-awareness of values, beliefs, experiences affecting approach to supporting teaching and learning eg motivation, conformity, cooperation, consistency, respect, fairness, creativity, previous experiences of learning; ways own values affect practice positively and negatively eg conflict between own values, beliefs and standards

3 Be able to evaluate own performance

Evaluate against relevant standards: self-evaluation eg consider extent to which own practice meets required National Occupational Standards for Supporting Teaching and Learning in Schools (STL NOS) in relation to roles and responsibilities; refer to reflections to appraise extent to which own knowledge and performance meets standards

Use of feedback: use feedback to eg raise awareness of strengths, identify areas for improvement, actions to be taken to improve performance; sources of feedback eg mentors, teachers, colleagues

4 **Be able to agree a personal development plan**

Sources of support for own development: sources of support eg mentor, teacher, head teacher, local authority, training providers, awarding organisations, further and higher education institutions, Learn Direct, Training and Development Agency for Schools (TDA), Children's Workforce Development Council (CWDC)

Work with others: others eg mentor, teacher, head teacher; performance review; appraisal; development opportunities eg training, qualifications, shadowing a more experienced colleague, on-the-job project work, coaching and mentoring less experienced colleagues

Work with others to agree own personal development plan: others eg mentor, teacher, head teacher; personal development plan to manage development using reflection and structured planning to meet own goals

5 **Be able to use learning opportunities and reflective practice to contribute to personal development**

Learning activities affecting practice: examples of learning activities eg formal lessons, training programmes/sessions, research activities, observing practice, practical activities; effects on practice eg by applying newly learned theories, using different approaches

Reflective practice and improved ways of working: ways eg continually challenging current behaviour to enhance own practice and skill, monitoring own practice to enable change to take place

Record progress: review of personal development eg plan, use reflective journal to consider progress made; evidence of achievements eg certificates

Essential guidance for tutors

Delivery

It is suggested tutors deliver the underpinning knowledge of this unit early in the programme of study in order for learners to reflect on the development of their practice.

Learners will need to explore the National Occupational Standards for Supporting Teaching and Learning in Schools and consider these in relation to their own duties and responsibilities. Learners could present their findings to the group to promote discussion and consolidate knowledge of the standards.

Learners should be introduced to the Experiential Learning Cycle which underpins reflective practice. Guest speakers could be invited to speak about how they record their reflections and how they have used reflections to develop their practice. Learners could keep a journal/diary to reflect on their learning experiences in the programme to develop the strategies to use in their practice.

Learners could research how to structure a personal development plan exploring different templates for recording plans.

Learners could collectively develop a resource list of sources of support to use when planning personal development.

Assessment

Suggested assessment activities

Assessment will be through tasks, projects and other activities completed individually to meet the assessment criteria.

The evidence for all the assessment criteria in this unit can be combined into one assessment task. This could be presented as a reflective practice portfolio/journal incorporating personal reflections, records of discussions and a personal development plan that learners can use in their future work as a support worker in school. Evidence will need to include:

- a description of the duties and responsibilities of own work role

- an explanation of own work role as expressed in the National Occupational Standards for supporting teaching and learning in schools

- an explanation of the importance of reflective practice in continuously improving the quality of service provided

- reflections on own practice

- a description of how own values, belief systems and experiences may affect working practice

- an evaluation of own knowledge, performance and understanding against the National Occupational Standards for Supporting Teaching and Learning in Schools

- use of feedback to evaluate own performance and inform development

- sources of support for planning and reviewing own development
- evidence of working with others to review and prioritise own learning needs, professional interests and development opportunities
- evidence of working with others to agree own personal development plan
- an evaluation of how learning activities have affected practice
- how reflective practice has led to improved ways of working
- a record of progress in relation to personal development.

Essential resources

Learners will need access to a work placement or be employed in work with children and young people to provide the evidence required for this unit

Indicative resource materials

Textbooks

Burnham L – *Supporting Teaching and Learning in Schools (Primary)* (Heinemann, 2010) ISBN 9780435032043

Burnham L – *Supporting Teaching and Learning in Schools (Secondary)* (Heinemann, 2010) ISBN 9780435032050

Fook J & Gardner F – *Practising Critical Reflection: A Handbook* (Open University Press, 2007) ISBN 9780335221707

Kamen T – *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3, 2nd Edition* (Hodder Education, 2008) ISBN 9780340959381

Publications

DFES – *Higher Standards, Better Schools for All: More choice for parents and pupils - Schools White Paper summary* (2005) Ref DFES-1960-2005

TDA – *Career Development Framework for school support staff. Guidance Handbook* (2005)

TDA – A *foundation degree framework for the children's workforce in schools* (2008)

TDA – A *career guide for school support staff - realise your potential* (2009)

TDA – *Team work - Education Guardian supplement* (2009) Ref TDA0663

Journals

Early Childhood Education

Early Years Educator

Junior Education

Times Education Supplement (TES)

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Websites

www.cwdcouncil.org.uk	Children's Workforce Development Council
www.learningandteaching.info/ learning/experience.htm	Learning and Teaching
www.learndirect.co.uk	Learn Direct
www.move-on.org.uk/index.asp	Move on
www.skillsfundingagency.bis.gov.uk	Skills Funding Agency
www.skills4schools.org.uk	Skills4Schools
www.teachernet.gov.uk	Teachernet
www.teaching-assistants.co.uk/	Teaching Assistants
www.tda.gov.uk	The Training and Development Agency for Schools

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Unit 4: Promote Children and Young People's Positive Behaviour

Unit code: A/601/4069

Level 3 Specialist

Credit value: 3

Guided learning hours: 15

Unit aim

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

Unit introduction

All adults working with children and young people have an important role in promoting positive behaviour. Children and young people need an environment where they feel safe, valued and respected; this encourages the development of high quality relationships with adults, which has a positive impact on behaviour. In schools where positive aspects of behaviour are actively promoted, and adults apply clear, consistent boundaries upheld with clear polices and procedures, children and young people feel safe and able to learn. A consistent approach to dealing with inappropriate and challenging behaviour is essential as this ensures that all are protected and children and young people with behaviour problems are supported. This unit aims to develop learner knowledge and understanding in these key areas.

Learners will examine the policies and procedures relevant to promoting positive behaviour and consider how the policies support the Every Child Matters outcomes to feel safe and make positive contributions. The benefits of the consistent application of boundaries and rules by all staff are examined.

Learners will investigate the benefits of actively promoting positive aspects of behaviour are investigated. They will apply their learning by establishing ground rules, promoting positive behaviour, demonstrating supportive, consistent responses to the behaviour of children and young people and by providing an effective role model.

Learners demonstrate skills in managing inappropriate behaviour by minimising disruption, using strategies to manage inappropriate behaviour, by applying rules and boundaries consistently and fairly and by supporting colleagues. Learners consider behaviour which should be referred.

Learners demonstrate their ability to recognise patterns and triggers which may lead to inappropriate behaviour and use strategies to deal with challenging behaviour and manage risk Learners take action to deal with bullying, harassment or oppressive behaviour.

Learners support children and young people to review their behaviour and identify and agree targets. Learners contribute to the review of policies and procedures including providing feedback on the effectiveness of behaviour management strategies.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

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

Learning outcomes	Assessment criteria		
3 Be able to manage inappropriate behaviour	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	
4 Be able to respond to challenging behaviour	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	

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

Unit content

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

Policies and procedures of the setting: different policies eg behaviour, code of conduct, rewards and sanctions, dealing with conflict and inappropriate behaviour, anti-bullying, attendance; reference to other policies and procedures eg health and safety, child protection; restorative justice

How polices support children: Every Child Matters outcomes*;* to feel safe eg inappropriate behaviour is consistently responded to; make a positive contribution eg involvement in setting ground rules; develop social and emotional skills eg positive behaviour rewarded, adults model appropriate behaviour

Benefits of applying boundaries and rules: need to know boundaries and what is expected; benefits eg children and young people respond positively to consistent responses of adults, children are confused by inconsistencies, gives all adults in school the same status, encourages good behaviour management in school, supports a positive learning environment

2 **Be able to promote positive behaviour**

Encouraging and rewarding positive behaviour: benefits eg children and young people more likely to repeat behaviour which is recognised/praised/rewarded; Behaviourist theory of BF Skinner

Establishing ground rules: involve pupils in devising school or classroom rules; ways eg brainstorm, vote to decide rules, agree rules, display in classroom; encourages taking responsibility for actions

Promoting positive behaviour: strategies eg build trusting relationships, be consistent, recognise children's positive behaviour/effort, give clear directions; ensure children know why they are being rewarded

Supportive responses to behaviour: expectations according to age/stage of development eg physical development, social and emotional development, cognitive development; sanctions realistic to age/stage of development

Role model: children and young people copy adults; unrealistic to expect children to behave positively if adults behave inappropriately

3 **Be able to manage inappropriate behaviour**

Minimising disruption: strategies eg maintain professional relationship, apply rules and sanctions, repeat directions calmly, intervene early, use time out if agreed strategy

Inappropriate behaviour: types eg speech, writing, non-verbal behaviour, physical abuse; actions eg use agreed behaviour management strategies, use agreed sanctions, send for additional help if needed; remove items that are being used inappropriately

Applying rules and boundaries: realistic expectations according to age/stage of development; responses appropriate to individual needs of child eg Attention Deficit Hyperactivity Disorder (ADHD), Asperger's syndrome

Support for colleagues: behaviour management eg act spontaneously if alone, offer to support colleagues, back up colleagues if required

Behaviour and discipline problems for referral: situations eg when pupils are a danger to themselves and/or others, dealing with a difficult situation alone, dealing with an unpredictable situation/pupil; referral to others within school eg SENCO, other teachers or members of support staff, head teacher or deputy head, educational psychologist

4 **Be able to respond to challenging behaviour**

Recognise triggers and take action: action eg observe children's behaviour, reference to individual behaviour plan/behaviour support plan; knowledge of child of young person's triggers; avoid triggers

Dealing with challenging behaviour: types of behaviour eg verbal abuse, physical abuse, illegal behaviour destructive behaviour; awareness of factors affecting child or young person's behaviour eg transitions, family influences, health-related factors; behaviour support plans/individual behaviour plans

Assessing and managing risk: ways eg follow risk assessment procedures of school, manage risks to self and others, follow health and safety policy of school, follow guidelines for the use of restraint

Identify triggers: processes eg keep a record/log of triggers, report triggers to others, involve special educational needs coordinator (SENCO), speak to child/remove child from situation if distress is observed, discuss with child or young person situations they find difficult

Bullying, harassment or oppressive behaviour: bullying eg physical attacks, playground name calling. taunts, email, texts or hurtful comments through social networking sites; action eg immediate, follow policy and procedure of school

5 **Be able to contribute to reviews of behaviour and behaviour policies**

Review behaviour: support eg help pupils recognise triggers, discuss consequences of behaviour, empower pupils, use of restorative justice

Identify and agree behaviour targets: behaviour plans eg based on identified triggers, clear, measurable targets agreed, rewards for meeting targets, clear and realistic timeframe to run the plan, baselines for evaluation, key success criteria, regular review, self-evaluation, renegotiation of targets

Review behaviour policies: policies eg bullying, attendance, rewards and sanctions, all staff involvement, all systems in school evaluated, outcomes considered

Effectiveness of behaviour management strategies: review eg monitor and record, based on data, evaluated against outcomes

Essential guidance for tutors

Delivery

This unit should be delivered using a combination of tutor input and active learning experiences. DVDs and case studies will give learners opportunities to link theory to practice. Role play enables learners to develop and practise their skills in promoting positive behaviour and managing inappropriate and challenging and behaviour. Discussions, peer observations and peer assessment support assessment for learning and contribute to an understanding of the skills required for effective practice. Learners should be encouraged to share their experience of working in schools through employment, as a parent-helper or work experience.

Learners should have the opportunity to look at a range of school policies and procedures relevant to promoting children and young people's positive behaviour and consider how these support the Every Child Matters outcomes and promote social and emotional development. The benefits of a consistent and fair application of rules and boundaries could be explored through case studies.

At this level learners need to understand how the behaviourist theory underpins the practice of encouraging and rewarding positive behaviour. Learners could carry out independent research and feed back to the whole class. The importance of establishing effective relationships with children and young people to support and encourage positive behaviour and the importance of adults as role models for behaviour should be emphasised.

Assessment

The following criteria must be assessed in the workplace: 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3 and 5.4.

Suggested assessment activities

Assessment will be through tasks, projects and other activities completed individually to meet the assessment criteria.

Evidence for learning outcome 1 and assessment criteria 2.1, 3.1   and 3.5   could be a presentation prepared for the induction of new support workers on promoting positive behaviour in the school. This will need to include:

- a summary of the all school policies and procedures which support positive behaviour

- an assessment of the value of the policies and procedures in enabling children and young people to feel safe and make positive contribution, promoting the development of social and emotional skills and helping children and young people to understand limits and expectations

- an explanation of the benefits of all staff applying boundaries and rules consistently and fairly

- an explanation of the benefits of actively promoting positive behaviour

- an explanation of behaviour that should be referred.

Learners will be assessed directly on workplace performance for assessment criteria 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3 and 5.4. Evidence from the workplace may be provided by witness observations and professional discussions. This will enable learners to demonstrate understanding of positive behaviour by providing evidence of the skills they have developed in their work with children and young people. Workplace evidence must be included of the learner:

- establishing ground rules with children and young people

- applying strategies to promote positive behaviour

- responding realistically, consistently and supportively to children and young people's behaviour

- role modelling expected standards of behaviour

- applying strategies to manage inappropriate behaviour

- applying rules and boundaries consistently and fairly according to the age, needs and abilities of children and young people

- providing support for colleagues to deal with inappropriate behaviour

- recognising patterns and triggers which may lead to inappropriate behavioural responses and acting to pre-empt, divert or diffuse potential flash points

- applying strategies to deal with challenging behaviour

- assessing and managing risk when dealing with challenging behaviour

- supporting children, young people and colleagues to identify triggers and ways to avoid these happening

- recognising and taking action to deal with bullying, harassment or oppressive behaviour

- supporting children and young people to review their behaviour

- supporting children and young people to identify and agree behaviour targets

- contributing to a review of behaviour policies

- providing feedback on the effectiveness of behaviour management strategies to inform policy review.

Essential resources

Learners will need access to a work placement or be employed in work with children and young people to provide the evidence required this unit

Learners will need examples of school policies and procedures relevant to promoting children and young people's positive behaviour.

Indicative resource materials

Textbooks

Bentham S – *A Teaching Assistant's Guide to Child Development and Psychology in the Classroom* (Routledge, 2003) ISBN 9780415311083

Blake S, Bird J & Gerlach S – *Promoting Emotional and Social Development in Schools: A Practical Guide* (Sage Publications, 2007) ISBN 9781412907316

Burnham L – *Supporting Teaching and Learning in Schools (Primary)* (Heinemann, 2010) ISBN 9780435032043

Burnham L – *Supporting Teaching and Learning in Schools (Secondary)* (Heinemann, 2010) ISBN 9780435032050

Hendry R – *Building and Restoring Respectful Relationships in Schools: A Guide to Restorative Practice* (Routledge,2009) ISBN 9780415544276

Kamen T – *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3*, *2nd Edition* (Hodder Education, 2008) ISBN 9780340959381

O'Moore M & Minton S J – *Dealing with Bullying in Schools: A Training Manual for Teachers, Parents and Other Professionals* (Sage, 2004) ISBN 9781412902816

Roffey S – *Changing Behaviour in Schools: Promoting Positive Relationships and Wellbeing* (Sage, 2010) ISBN 9781849200783

Journals

Times Education Supplement (TES)

Websites

www.bullying.co.uk	BullyingUK
www.education.gov.uk/	Department for Education
www.kidscape.org.uk	Kidscape
www.nspcc.org.uk/pbb	NSPCC
www.teachernet.gov.uk/wholeschool	Teachernet
www.teachingexpertise.com	Teaching Expertise
www.tda.gov.uk/upload/resources/ppt/support_staff_	The Training and Development Agency for Schools

Unit 5: Promote Equality, Diversity and Inclusion in Work with Children and Young People

Unit code:	**M/601/4070**
Level 3	**Specialist**
Credit value:	**2**

Guided learning hours: 10

Unit aim

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

Unit introduction

All children and young people have a right to an environment which supports them in developing confidence, self-worth, resilience and respect for others. Fundamental to this is an understanding of how to ensure that equality, diversity and inclusion are embedded in every aspect of practice. This requires an understanding the effects of stereotyping, prejudice and discrimination on the wellbeing and learning of children and young people and development of the skills to challenge discrimination assertively. Diversity encompasses acceptance of and respect for individual differences in relation to race, ethnicity, gender, sexual orientation, socio-economic status, age, disability/physical abilities, religion or belief. Embracing and celebrating difference ensures that all individuals are treated fairly, with dignity and respect. Being inclusive means thinking about and planning to take account of the circumstances of individuals in relation to the opportunities within school life they should expect to participate in. Everyone has a responsibility to promote equality and implement inclusive practices, and to ensure that all legislative duties are fully implemented without discrimination. This unit gives learners the essential knowledge, understanding and skills required for working in schools.

Learners will examine the legislation and codes of practice which are relevant to equality and diversity and consider the importance of participation, equality of access and valuing and promoting cultural diversity. They will apply their learning by demonstrating the principles of equality, diversity and anti-discriminatory practice in their interactions and work with children and young people.

Learners will study the impact of discrimination on children and young people and explore how their own attitudes and behaviours impact on practice. Learners examine the importance of anti-discriminatory practice and how to challenge discrimination.

Learners will study inclusion and barriers to participation which children and young people experience and demonstrate how they support inclusion and inclusive practices in their own work with children and young people.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to promote equality and diversity in work with children and young people	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
2 Understand the impact of prejudice and discrimination on children and young people	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

Learning outcomes	Assessment criteria
3 Be able to support inclusion and inclusive practices in work with children and young people	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 content

1 **Be able to promote equality and diversity in work with children and young people**

Legislation and codes of practice: relevant to home country; range eg United Nations Convention on the Rights of the Child (1989), Children Act 1989, Children Act 2004, Human Rights Act 1998, Disability Discrimination Act 1995 and 2005, Special Educational Needs and Disability Act 2001, Race Relations (Amendment) Act 2000; guidance eg Removing Barriers to Achievement: government strategy for SEN (2004), Code of Practice on the duty to promote race equality (2002), Disability Equality Scheme, Every Child Matters (2005), Single Equality Scheme(2009); school policies eg cultural diversity, inclusive practice, safeguarding/bullying, gifted and talented pupils, special educational needs

Participation and equality of access: promote eg human right, moral right, legal right, sense of belonging and self-esteem, feel valued, motivates, encourages independent learning, raises achievement, equal opportunities, social opportunities

Cultural diversity: role eg ensures individuals are valued and included, enables effective relationships to be established, supports all pupils to understand cultures which are different from their own, encourages respect and acceptance, increases global awareness; how to value and promote cultural diversity eg using images which reflect a range of cultures, celebrations of festivals

Interaction which values diversity: values eg recognise the uniqueness of all, honesty, respect, dependability, integrity, confidentiality; interaction skills eg active listening, eye contact, facial expression

Applying the principles of equality, diversity and anti-discriminatory practice: follow policies of school eg behaviour, disability and gender equality, help children and young people to be included in all aspects of school life; eg adapting and modifying learning materials, using additional resources/specific equipment, giving pupils time to complete tasks; working with pupils on intervention programmes; undertaking training eg Makaton, Braille machine, avoid tokenism

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

Prejudice and discrimination: discrimination eg individuals, institutional, direct, indirect

Prejudice and discrimination: types eg race, religion, age, sex, culture, ethnicity; impact eg negative effect on self-worth/self-esteem, mental health, effect on social relationships

Effect of own attitudes and behaviour: self-awareness eg affects relationships, impacts on learning, negative effect on promoting pupils to respect and accept others

Promoting anti-discriminatory practice: policies and procedures of school eg celebrate and value diversity, encourage pupil participation in the curriculum and social life of the school, include all pupils in the main activities of the class, challenge discrimination

Challenging discrimination: must always be challenged; direct discrimination eg name calling, excluding from activities; explain the importance of treating everyone with respect; model appropriate behaviour

3 **Be able to support inclusion and inclusive practices in work with children and young people**

Inclusion: ways eg providing all children and young people with equal access to education and participation in school life, barriers are recognised and strategies used to minimise them, pupils are not segregated, learning is personalised

Barriers to participation: physical barriers eg access, equipment, resources; attitudes eg staff, pupils; parents; organisational eg school policies, lack of training

Inclusive practice: techniques eg school policy, self-awareness of own beliefs and prejudices, show respect through communication, respect individual differences, seek and respect views of children and young people, support children and young people with additional needs, challenge discriminatory behaviour

Essential guidance for tutors

Delivery

The concepts and understanding of the importance of recognising diversity, equality of opportunity and inclusion and individual rights need to be embedded throughout the programme and will therefore need to be introduced to learners at an early stage of their programme.

Learners will come to this unit from a variety of backgrounds, experiences and views and many of the concepts to be introduced may be unfamiliar. Learners will therefore need guidance in exploring these concepts and formal input will be required in some areas. Delivery may be a mixture of tutor input, personal reading, guided research, group investigation and critical reflection.

This unit provides opportunities for learners to reflect on their own attitudes, values and behaviour and make evidence-based judgements about good practice. Sensitivity and tact will need to be exercised when learners are exploring their own attitudes, values and behaviour.

The key elements of relevant legislation and codes of practice could be introduced through individual or small-group research using the internet. The United Nations Convention on the Rights of the Child underpins much of the work in this unit, and could be introduced through learners' personal experiences. Learners could compare the policies of different schools to compare the extent to which they uphold the principles of equality and diversity. Analysis of DVDs of adults working with children and young people could be used to explore how to interact to value diversity and respect cultural, religious and ethnic differences. The concept of tokenism could be explored through tutor-led discussion.

The use of case studies, scenarios and tutor-led discussion will help learners to explore the impact of prejudice and discrimination and the importance of promoting anti-discriminatory practice and consider the effect of their own attitudes, values and behaviour on their work with children and young people.

Examples from work placements will provide a basis for discussion about ways to promote anti-discriminatory practice. Role play could be used to help learners understand how to challenge direct and indirect discrimination in a range of different situations that may occur in their work with children and young people

The concept of inclusion and barriers to participation could be researched by learners working in groups and then presenting the results of their investigations to the whole class to promote discussion. Learners should be encouraged to explore different approaches to supporting inclusion observed in work placement.

Assessment

The following criteria must be assessed in the workplace: 1.4, 1.5 and 3.3.

Suggested assessment activities

The assessment evidence for all the learning outcomes in this unit could be a reflective journal which may include investigations, reflective summaries, professional discussions and evidence from the workplace. This will enable learners to demonstrate their understanding of the principles of equality, diversity and inclusion and provide evidence of the skills they have developed to promote good practice in their work with children and young people. The reflective account will need to include:

- current legislation and codes of practice for promoting equality and valuing diversity

- an explanation of the importance of participation and equality of access for all children and young people in supporting their rights

- why it is important to value and promote cultural diversity

- evidence of interactions with children and young people which value diversity and respect cultural, religious and ethnic differences

- evidence of how the principles of equality, diversity and anti-discriminatory practice have been applied in own work with children and young people, which do not reflect a tokenistic approach

- an explanation of how children and young people may experience prejudice and discrimination

- an analysis of the impact of prejudice and discrimination on children and young people

- a consideration of the effects of own attitudes, values and behaviour on their work children and young people

- how to promote anti-discriminatory practice in work with children and young people with justifications

- ways to challenge discrimination with reasons. This needs to include direct and indirect discrimination. Evidence may be provided from role play supported with a witness statement from the tutor

- an explanation of inclusion and inclusive practices

- an explanation of barriers to children and young people's participation

- evidence of supporting inclusion and inclusive practices in own work with children and young people.

Essential resources

Learners will need access to a work placement or be employed in work with children and young people to provide the evidence required for this unit.

Learners will need access to legislation and guidance documents for the relevant home nation and examples of school policies and procedures for equality, diversity and inclusion.

Textbooks

Burnham L – *Supporting Teaching and Learning in Schools (Primary)* (Heinemann, 2010) ISBN 9780435032043

Burnham L – *Supporting Teaching and Learning in Schools (Secondary)* (Heinemann, 2010) ISBN 9780435032050

Evans L – *Inclusion (No-nonsense)* (David Fulton, 2007) ISBN 9781843124535

Griffin S – *Inclusion, Equality and Diversity in Working with Children* (Heinemann, 2008) ISBN 9780435402402

Kamen T – *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3, 2nd Edition* (Hodder Education, 2008) ISBN 9780340959381

Journals

Times Education Supplement (TES)

Websites

www.creid.ed.ac.uk	Centre for Research in Education Inclusion and Diversity
www.education.gov.uk	Department for Education
www.equalityhumanrights.com	Equality and Human Rights Commission
www.everychildmatters.gov.uk	Every Child Matters
www.inclusion.ngfl.gov.uk	Inclusion
www.teachernet.gov.uk	Teachernet

Unit 6:   Schools as Organisations

Unit code: **A/601/3326**

Level 3:   **Specialist**

Credit value: **3**

Guided learning hours: 15

Unit aim

This unit aims to prepare learners for working in a school. It covers knowledge and understanding of the education sector, how schools are organised, school ethos, mission, aims and values, legislative and policy frameworks, and schools' contribution to wider policies for children and young people.

Unit introduction

This unit focuses on the organisation and management of schools and the wider context in which they operate. It provides the essential knowledge required for working in schools.

The unit is about the nature and characteristics of schools as organisations. It explores the internal and external influences that shape how schools operate including legislation, policies and procedures and partnership working with other organisations. Learners will examine the links between school ethos, mission, aims and values and the impact of these on working practices.

Learners will study the strategic purpose of the different people who work in or for the school including governors, staff and other professionals who provide specialist support when needed. They will also look at how schools encourage and support parental engagement in their children's learning.

This unit also allows learners to examine how schools contribute to national policies for children and young people. Learners will find out how schools work with a range of other organisations, such as children's health and social care services, to ensure the best possible outcomes for children and young people.

This unit applies to all support staff roles in schools and is particularly suitable for those preparing for working in schools and those new to working in schools, including parent-helpers and other volunteers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the structure of education from early years to post-compulsory education	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
2 Understand how schools are organised in terms of roles and responsibilities	2.1 Explain the strategic purpose of: school governors, senior management team, other statutory roles eg SENCO, teachers and support staff roles
	2.2 Explain the roles of external professionals who may work with a school eg educational psychologist
3 Understand school ethos, mission, aims and values	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
4 Know about the legislation affecting schools	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 and school specific regulatory bodies

Learning outcomes	Assessment criteria
5 Understand the purpose of school policies and procedures	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 and parental engagement 5.3 Evaluate how school policies and procedures may be developed and communicated
6 Understand the wider context in which schools operate	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 content

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

Early years education: as relevant in home nation eg entitlement, provision for early years eg nurseries, nursery classes attached to primary schools, pre-schools and playgroups, primary school reception classes, accredited childminders, Sure Start Children's Centres

Types of state and independent schools: types eg community, foundation and trust, voluntary aided, voluntary controlled, specialist, academies and 'free schools', city technology colleges, community and foundation special schools, faith, grammar, maintained boarding schools, independent schools

School characteristics related to educational stages: range eg nursery, infant, junior, primary, first, middle, secondary, sixth form college

School governance: bodies involved eg national government, local government, governing body, parent councils; types eg charitable foundation or trust, religious organisation, business, faith or voluntary groups

Post-16 options for young people and adults: range eg in schools, sixth form college, further education, apprenticeships, higher education

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

School governors: types eg governing bodies/boards of governors/parent councils as relevant to the home nation, community governors, staff representatives, local authority governors, governors appointed by the relevant religious body or foundation, sponsor governors

Senior management team: strategic purpose of eg head teacher/principal, deputy head, assistant head, school business manager/bursar

Other statutory roles: range eg child protection, special educational needs, looked-after children and young people, health and safety

Teachers: range eg class teachers, subject teachers, subject leaders, heads of department, pastoral roles

Support staff: staff eg catering, administration, technical, learning support, pupil support, site

External professionals: types eg educational psychologist, therapists eg speech and language, physiotherapist, local authority advisers, behaviour support team, education welfare officer, school nurse

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

Ethos, mission, aims and values: definition eg how ethos, mission, aims and values relate, how they are reflected in working practices

Communicating ethos, mission, aims and values: to eg pupils, staff, parents, local community; methods eg prospectus, website, publicity material, staff handbook

4 **Know about the legislation affecting schools**

Laws and codes of practice: for home country; for children eg Children Act 2006, human rights eg United Nations Convention on the Rights of the Child, Human Rights Act (1998); equality and diversity eg Equality Act 2010; health and safety eg Health and Safety at Work etc Act 1974; child protection eg Safeguarding Vulnerable Groups Act 2006, Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children 2010; data protection eg Data Protection Act 1998; special educational needs eg SEN Code of Practice, school curriculum eg Education Act 1996/2002; employment eg Employment Rights Act 1996

Laws and codes of practice affecting schools: impact eg promoting the rights of pupils, parents and staff, safeguarding the health, safety and security of pupils, staff and visitors, protecting against discrimination, ensuring entitlement to a broad and balanced education for children and young people, providing additional support for those who need it

Regulatory bodies: types eg as relevant to the home nation, for health and safety, for equal opportunities, for food safety and hygiene, for school inspections, for the National Curriculum, for school meals

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

Policies and procedures: purpose eg to support staff in meeting legislative requirements, to protect the rights of staff and pupils, to ensure consistency in service provision, to address risk management or service issues

School policies and procedures relating to staff: range eg accessibility plan, recruitment and selection, vetting and barring, allegations of abuse against staff, designated teachers, health and safety including risk assessment, performance management, equal opportunities, staffing structure, staff appraisal, training and development, staff discipline, conduct and grievance

School policies and procedures relating to pupil welfare: range eg accessibility plan, child protection, anti-bullying, health and safety, risk assessments, discipline and pupil behaviour, food policy, management and administration of medicines

School policies and procedures relating to teaching and learning: range eg admissions policy, curriculum, special educational needs, early years foundation stage/phase, homework, equal opportunities, English as an Additional Language (EAL) or Welsh/Gaeilege as a second language, attendance, exclusion of pupils, sex education

School policies and procedures relating to equality, diversity and inclusion: range eg disability equality, gender equality, race equality, diversity, discrimination, inclusion

School policies and procedures relating to parents: range eg home school agreements, complaints, parent teacher association/parent forum, consultation events, parents' access to teachers, home-school communications

Development of school policies: includes eg gathering information, evaluating current practice, identifying policy objectives, consultation, developing shared ownership, supporting implementation

Communicating school policies: to eg pupils, staff, parents, the local community

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

National and local government: roles eg definition and scope of education policy, role of devolved governments - Department for Education (DfE), Department for Children, Education, Lifelong Learning and Skills (DCELLS), Department of Education (DENI) and Scottish Executive Education Department, local responsibility for implementing policy for relevant home country

Role of schools in policies: policies eg for home nation, integrated working, extended services, Every Child Matters: Change for Children, Children's and Young People's Partnerships, Children and Young People's Plans, Children's Strategy (Northern Ireland), For Scotland's Children 2001

Other organisations: range eg social services, youth justice, police, further education sector, youth work, health services, sports and culture sector organisations eg community sport, libraries and museums

Essential guidance for tutors

Delivery

This unit enables learners to develop knowledge and understanding of the education sector, how schools are organised and how schools work. It provides the context for working in a school including the impact of legislation and the ethos, mission, values, aims, policies and procedures of the school. Schools do not exist in isolation and learners will explore the wider context in which schools operate and how relationships with other organisations impact on the work of the school.

At this level the emphasis needs to be on learners' abilities to explain how schools work and make evidence-based judgements about good practice.

Learners should be given an overview of the education sector including pre-school, compulsory education and post-16 provision. They should be introduced to the current national legislation and policies for education and schools relevant to their home nation and supported in understanding how these influence how schools are managed, organised and operate. Much of this information can be accessed from the relevant government department websites. Learners should also be given the opportunity to look at a range of school staffing structures, mission and values statements, aims, policies and procedures, and consider how these may impact on working practices in schools.

It is essential that learners understand the importance of integrated working for improving outcomes for children and young people. This should be explored in the context of government's policies for children and young people in the relevant home nation. Local examples of integrated and multi-agency working could be used to illustrate the impact on the work of schools and the benefits for children and young people.

Delivery may be a mixture of tutor input, personal reading, guided research, group investigation and critical reflection. Learners should be encouraged to explore different approaches to meeting the needs of pupils and their parents and how these are reflected in the mission, values, aims, management and organisation of schools.

Assessment

This is a knowledge-based unit. Evidence from workplace performance is not required.

Suggested assessment activities

Assessment will be through tasks, projects and other activities completed individually to meet the assessment criteria. Learners should draw on any relevant practical experience of working in schools but will not be assessed directly on workplace performance.

For learning outcome 1, learners could research and report on local education and learning provision for children and young people from pre-school to post 16. Interviews with parents and young people could be used to explore the factors influencing educational choices. The report should consider the opportunities and restrictions impacting on these choices and their outcomes.

For learning outcomes 2 and 4, learners could evaluate the strategic role of governors in supporting:

- the senior management team in the school

- effective implementation of statutory roles in schools

- effective deployment and development of teaching and support staff

- referrals to external professionals for additional support when needed

- the principles by which the school operates – ethos, mission, values, aims, priorities and approaches to pupil care, welfare and learning

- compliance with the legislative framework for schools including regulation and inspection

- development of extended services and extra-curricular activities.

For learning outcome 3, learners could carry out a critical analysis of two school websites and/or prospectuses to compare and contrast their ethos, mission, aims and values. Conclusions should be drawn on the potential impact of these on working practices in the relevant school and the effectiveness of the website and/or prospectus in communicating these aspects of the school's character to pupils, parents, staff and the wider community.

For learning outcome 5, learners could develop a parents' guide to school policies describing the range and purpose of different policies. The guidance should include a process chart showing how school policies are developed and should be supported by evidence-based judgements to justify the development process. Given the significance of the relationship, a key part of the guidance document will be to demonstrate how school policies support pupil wellbeing and achievement.

For learning outcome 6, learners could include information in the parents' guide which explains the roles and responsibilities of national and local government with regard to educational policy, and how this impacts on the school. This section should also explain the roles of other organisations working with children and young people and how these impact on the school.

Essential resources

Learners will need access to education policy documents for the relevant home nation and examples of school mission statements, values, aims, organisational structures and policy documents.

Indicative resource materials

Textbooks

Burnham L – *Supporting Teaching and Learning in Schools (Primary)* (Heinemann, 2010) ISBN 9780435032043

Burnham L – *Supporting Teaching and Learning in Schools (Secondary)* (Heinemann, 2010) ISBN 9780435032050

Handy C & Aitken R – *Understanding Schools as Organizations* (Penguin Books Ltd, 1986) ISBN 9780140224900

Journals

Journal of Education Policy

School Leadership and Management

Websites

Various websites are available with information on education policy and the organisation and management of schools. An indicative range of general websites is given below. Additional web-based information about an individual school's policies, structure etc can be found using any internet search engine.

www.allchildrenni.gov.uk	The Children and Young People's Unit
www.cosla.gov.uk	Convention of Scottish Local Authorities
www.education.gov.uk/	Department for Education
www.deni.gov.uk	Department of Education (Northern Ireland)
www.governornet.co.uk	Governornet
www.governorswales.org.uk/law	Governors Wales
www.lga.gov.uk	Local Government Association
www.scotland.gov.uk/Resource/Doc/92327/0022073.pdf	The Scottish Government
www.scotland.gov.uk/Topics/Education	The Scottish Government
www.tda.gov.uk	The Training and Development Agency for Schools
www.wales.gov.uk/topics/educationandskills	Welsh Assembly Government
www.wales.gov.uk/topics/educationandskills/publications/guidance/Children_young_people_action?lang=en	Welsh Assembly Government

Unit 7:   Support Assessment for Learning

Unit code: A/601/4072

Level 3:   Specialist

Credit value: 4

Guided learning hours: 20

Unit aim

This unit provides the knowledge, understanding and skills to support assessment for learning. It requires demonstration of competence in using assessment strategies to promote learning, supporting learners to review their learning strategies and achievements, and working with the teacher to review assessment for learning processes and outcomes.

Unit introduction

This unit will help learners understand how to encourage and support pupils in taking responsibility for their own learning and being active participants in managing their own learning by thinking about their progress towards meeting the learning objectives set.

Learners will know and understand strategies teachers use to inform assessment and they will demonstrate how they engage pupils in checking and reviewing their progress. Learners will be able to support pupils in applying self-assessment strategies to monitor and inform their learning as they work.

On completion of this unit learners will be able use assessment for learning strategies to enable pupils to become more effective learners and will be able to support pupils in reviewing their learning and achievements.

Part of the unit requires learners to contribute to developing assessment for learning opportunities and outcomes within the learning environment.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand the purpose and characteristics of assessment for learning	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 and the learning support practitioner
2 Be able to use assessment strategies to promote learning	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

Learning outcomes	Assessment criteria
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 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 and 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 and 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 content

1 **Understand the purpose and characteristics of assessment for learning**

Compare and contrast roles: defined roles eg job descriptions, professional standards, responsibilities, contributions

Formative and summative assessment: formative eg informing; summative eg measuring progress

Characteristics of assessment for learning: methods of assessment eg part of learning process, informs achievement, questioning techniques, observation, listening, knowledge acquisition, review

Benefits of assessment: benefits eg monitoring, engagement, motivation, ownership, informing learning, relevance

Assessment contributes to planning: eg setting learning objectives, giving benchmarks, identifying needs, learning styles

2 **Be able to use assessment strategies to promote learning**

Obtain information: schemes of work eg learning objectives, immediate, long term, success criteria, assessment techniques

Personalised learning goals: review eg prior learning, individual targets, specific language, skill development, knowledge development, testing pupil understanding of targets

Gain information and make judgements: types eg external assessment, internal assessment, peer assessment, self-assessment

Constructive feedback to pupils: techniques eg performance indicators, communicate, inform, positive, praise, constructive criticism, reflection, develop, review

Encouraging pupils to improve: opportunities eg prior learning, consolidate learning, structure, removing barriers to learning, inspire, motivate

3 **Be able to support learners in reviewing their learning strategies and achievements**

Use information gained to review strategies: monitor pupils eg review progress, interact with pupils, techniques; expression eg verbal, visual, kinesthetic

Listen carefully to pupils *and encourage communication:* techniques eg enquiry, attention, questioning, value responses, active listening

Peer assessment and self-assessment: context of learning; structure eg specific, clear, stage related, mutual respect, collaboration

Reflect and plan for improvement: eg measure, evaluate, strengths, areas for improvement, review, support pupils, encourage pupil talk, confidence, learning by doing, SMART targets

4 **Be able to contribute to reviewing assessment for learning**

Provide feedback to the teacher: range eg successes, challenges, impact on pupil participation, impact on pupil engagement, verbal, written, feedback checklists

Use the outcomes of assessment for learning: review eg own experience of supporting pupil learning, questioning of pupils, feedback eg given, from pupils, teacher, responses, strategies eg successful, unsuccessful, alternative

Essential guidance for tutors

Delivery

The knowledge and understanding for this unit will be put into practice in a classroom setting. Tutor input and learner activities, including learner research into strategies for assessment for learning, should play a major role in delivery. Learners should be encouraged to discuss assessment for learning with professionals in school settings, how assessment activities are organised and how the learner may support these.

Learners should be encouraged to think about how pupils are engaged in measuring their learning, to check if pupils are clear about learning objectives and if they review them at the end of each lesson. Learners could be engaged in researching different ways of presenting information that measures progress, for example suitable software packages, and create a variety of self-assessment sheets that could be used with different age ranges of children. This could be delivered as a group activity so that learners can share their proposals for both simple ways of recording and more complex approaches and then comment and reflect on their work. Learners could explore the use of illustrative record keeping in the form of charts or pictures that enable pupils to present their attainments simply, using stickers or by colouring in for example.

Learners could be encouraged to observe classroom practice to record the learning objectives, identify the personalised learning goals for individual pupils and associated success criteria and make suggestions about the assessment opportunities and strategies that they could use in those situations to the tutor. This would enable them to explore and understand how they could contribute to assessment for learning before putting their knowledge in to practice. Alternatively, learners could be presented with a case study/studies to discuss how they would meet the special needs of specific pupils and support them in meeting their learning objectives.

Developing a template or checklist of tasks that learners could engage in to assess and review pupils' progress could be a tutor-led activity, and in the spirit of the unit, learners could be encouraged to use a variety of mechanisms to show completion of the learning activities. Colouring smiling faces to indicate the extent to which pupils understand the learning objectives and any individual learning targets, writing in speech bubbles what they might say to inform pupils what they need to do, creating flash cards to inform pupils how they will be assessed and ensure they understand and providing model examples of work so that pupils can see how the assessment criteria are applied.

Learners could write or express the same piece of feedback in a number of different ways to convey the same message so that they become practised in using appropriate language that is consistent with pupil levels of understanding. They could also look at case studies and suggest how peer or self-assessment strategies could be used in those situations and provide feedback to other learners on the suggestions they have made.

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The use of feedback is an important element of assessment for learning and learners should be encouraged to reflect on the impact feedback from their peers has in activities that form part of the delivery for this unit. By engaging learners in feedback activities or role playing activities in which they practise giving and receiving feedback will enable them to demonstrate these skills in the learning environment.

Assessment

Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1   and 4.2 must be assessed in the workplace.

Suggested assessment activities

The evidence for this unit could be presented in a portfolio in which learners use examples from classroom-based experience in the workplace to describe how they have supported pupils to take on more responsibility for their own learning and become more active learners. The portfolio could also contain written reflections that explain how they have supported either an individual or a group of pupils through a learning activity. The evidence must illustrate how the feedback they gave focused on strengths, was constructive and included information for the pupil about how they might improve next time. A log of what was observed or written and how they feed this back to pupils would evidence learner ability to feed back with clarity and purpose to inform future learning and formative assessment.

The portfolio could tell the story of how the learner used assessment strategies to promote learning and evidence the steps taken to obtain the required information, informed their use of language to discuss and clarify individual learning goals and the criteria for assessing progress with pupils. The portfolio could be supported by evidence statements that support learner observations about how well pupils are participating in activities and the progress they made. Learners could have examples in their portfolio of self and peer assessment mechanisms used by pupils. The use of evidence statements will be relevant to recording how learners gave constructive feedback to pupils to help them understand what they did well and what they need to do to improve further.

Tutors may wish to observe learners providing feedback to a teacher on pupil participation and progress and engaging in a professional discussion that demonstrates how learners reflect on their own practice to enable them to improve their own contribution to supporting learning. In this situation learners could be asked to think about a piece of work that have completed well and which they feel proud of, the learning objectives and success criteria of the session, and evaluate it against their targets.

Indicative resource materials

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

www.cipd.co.uk	Chartered Institute of Personnel and Development
www.bis.gov.uk	Department for Business Innovation and Skills
www.education.gov.uk	Department for Education
qualifications.pearson.com	Pearson
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
www.qcda.gov.uk	The Qualifications and Curriculum Development Agency
www.teachers.tv	Teachers'TV
www.teachernet.gov.uk	Teachernet
www.tes.co.uk	*The Times Educational Supplement*
www.tda.gov.uk	The Training and Development Agency for Schools

Unit 8: Support Children and Young People's Health and Safety

Unit code:	**D/601/1696**
Level 3:	**Specialist**
Credit value:	**2**
Guided learning hours: 15	

Unit aim

This unit provides the knowledge, understanding and skills required to support children and young people's health and safety. It requires a demonstration of competence in recognising hazards and undertaking risk assessments in the work setting.

Unit introduction

Health and safety is the responsibility of everyone in the school community. However, to meet their responsibilities, it is essential for support workers to know the relevant legislation, polices and procedures of the school. This knowledge contributes to understanding how to plan healthy and safe environments. Fundamental to keeping children and young people safe is the ability to recognise hazards and assess risks.

Understanding the importance of supporting children and young children in developing the skills to assess and manage risk for themselves is an important component of this unit. Supporting the health and safety of pupils requires essential knowledge of actions to take if a child or young person is unwell and how to respond in emergency situations. This unit aims to develop knowledge, understanding and skills in these key areas required for working in schools.

Learners examine how to plan healthy, safe environments for children and young people by exploring the relevant health and safety legislation, policies and procedures and how risks are assessed and managed in their own school.

Learners will demonstrate how to identify and manage hazards and assess risk in their own work with children and young people including how to monitor and review health and safety risk assessments.

The importance of supporting children and young people to assess and mange risk for themselves is examined, considering the dilemma between the rights and choices of children and young people and health and safety requirements.

Responses to accidents, incidents, emergencies and illness are also investigated.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand how to plan and provide environments and services that support children and young people's health and safety	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.
2 Be able to recognise risks to health, safety and security in a work setting or off site visits	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.
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
	3.2	Explain the dilemma between the rights and choices of children and young people and health and safety requirements
	3.3	Give example from own practice of supporting children or young people to assess and manage risk

Learning outcomes	Assessment criteria
4 Understand appropriate responses to accidents, incidents and emergencies and illness in work settings and off site visits	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 content

1 **Understand how to plan and provide environments and services that support children and young people's health and safety**

Planning healthy and safe environments and services: factors eg records of age and abilities of those being planned for; planning indoor and outdoor environments,; identifying specific risks to individual children; meet regulatory requirements

Monitoring and maintaining health and safety: making others in school aware of risks, hazards and safe working eg staff, parent-helpers, volunteers, visitors; health and safety responsibilities; deliver safety education eg EYFS, personal, social and health education (PSHE) curriculum, staff training, health and safety policies and procedures in place to ensure good practice, recording accidents and incidents, review policies and procedures

Guidance: sources eg Health and Safety Executive, Department for Education, St John Ambulance, The British Red Cross, British Standards Institute (BSI)

Health and safety legislation, policies and procedures: current legislation eg home country, Health and Safety at Work Act 1974, Health and Safety (Young Persons) Regulations 1997, Fire Precautions (Workplace) Regulations 1997, Care Standards Act 2000, Control of Substances Hazardous to Health Regulations 1994 (COSHH), Reporting of Injuries, Diseases and Dangerous Occurrences Regulation 1995 (RIDDOR), Health and Safety (First Aid) Regulations 1981, Food Handling Regulations 1995, Personal Protective Equipment at Work Regulations 1992, Children Act 1989, Children Act 2004; policies required eg health and safety ,risk assessment, child protection

2 **Be able to recognise risks to health, safety and security in a work setting or off site visits**

Identifying potential hazards: risk assessment eg indoors, outdoors, outings; potential hazards eg physical, security, fire, food safety, personal safety; health and safety risk assessments eg recording risk assessments, record keeping, sharing of information

Dealing with hazards: act immediately eg remove hazards, direct others away from the area, send for help, report and record

Health and safety risk assessment: checks eg all areas of setting, identify hazard, assess risks from each hazard, establish procedures for managing to an acceptable level risks from hazards that cannot be removed, make improvements in line with changing circumstances and requirements or service, record and report

Monitoring health and safety risk assessments: detailed records of accidents and incidents eg accident book, polices and procedures reviewed regularly, keep up to date with current legislation and good practice

3 **Be able to support children and young people to assess and manage risk for themselves**

Risk assessment: approaches eg relevant to child and young person's age, needs and abilities, children and young people learn about both excessive risk taking and risk aversion from adults, provide challenge, work with children and young people to identify hazards and manage risk

Rights and health and safety requirements: risk and challenge important to pupil development eg independence, confidence, learning how to assess and manage risk is essential life skill, parents expect child/young person to be kept safe

4 **Understand appropriate responses to accidents, incidents and emergencies and illness in work settings and off site visits**

Policies and procedures: emergencies eg fire, missing children or young people, evacuating a setting; incidents eg school security/strangers; recognising signs and symptoms of illness eg fever, rashes, unconsciousness, taking action as required; policies and procedures of setting eg for dealing with ill children and readmission to setting following illness, for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies

Recording and reporting: procedures of setting; lines of responsibility eg qualified first aider, accountability, accuracy, confidentiality, written reporting, verbal reporting

Essential guidance for tutors

Delivery

This unit should be delivered using a combination of tutor input and active learning experiences. Discussions and debates will contribute to learner understanding of the skills required for effective practice.

Learners should be encouraged to share their experience of working in schools through employment, as a parent-helper or work experience.

It is suggested that this unit be delivered at an early stage in the programme, so that learners gain awareness of the health and safety considerations required to work safely in schools.

It may be useful to invite outside speakers to talk about health, safety and security considerations. Internet research could be a useful tool for finding out about relevant legislation. Learners could compare the health and safety policies and procedures of different schools.

Learners could practise carrying out risk assessments in the classroom using given scenarios for children and young people of different ages to include indoor and outdoor situations to develop skills in hazard awareness and risk management. Opportunities to examine risk assessments completed by the school for children and young people of different ages would help link theory to practice. This could be followed by further discussion about how children and young people could be involved in risk management.

Learners could prepare a debate `Children and young people need to be allowed children to take risks' to consider the dilemma between rights and choices of children and young people and health and safety requirements

Guest speakers could be invited to speak about procedures for managing accidents, illnesses and emergencies in schools. Learners could prepare questions to ask about reporting and recording.

Learners will need to examine the policies and procedures for dealing with accidents, incidents, emergencies and illness. The different types of accidents, incidents, emergencies and illness that could occur in schools for children and young people of different ages will need to be explored fully, together with the correct procedures to follow. Learners could research signs and symptoms of common childhood illnesses and allergies.

Learners should be encouraged to share their experience of working in schools through employment, as a parent-helper or work experience.

An accredited first aid course would be helpful for learners to develop first aid skills and competence.

Assessment

The following criteria must be assessed in the workplace: 2.1, 2.2, 2.3.

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Suggested assessment activities

For learning outcomes 1, 3 and 4, learners could prepare a guidance document to use for the induction of new support workers in a school/setting to help them understand all the associated health and safety policies and procedures and how they support the health and safety of the children and young people.

The document needs to include:

- a concise description of the factors to take into account when planning healthy and safe indoor environments and services

- an explanation of how health and safety is monitored and how everyone in the setting are made aware of risks and hazards and encouraged to work safely

- sources of guidance for the setting to help them plan a healthy, safe environment or service

- an explanation of how health and safety legislation, policies and procedures are implemented in the setting

- an explanation of why it is important to take a balanced approach to risk management

- an explanation of the dilemma between rights and choices of children and young people and health and safety requirements

- an example of how the learner has supported children or young people to manage risk

- an explanation of the policies and procedures of the setting to follow in response to accidents, incidents, emergencies and illness

- concise information about the procedures for recording and reporting accidents and incidents and signs of illness and other emergencies.

For learning outcome 2, learners could produce an evidence file demonstrating competence in managing risks to health, safety and security. This may include investigations, reflective summaries, professional discussions and witness statements.

The file will need to include evidence of how the learner has:

- identified potential hazards to the health, safety and security of children and young people , families and other visitors or colleagues

- dealt with hazards in the work setting or off site visits

- undertaken a risk assessment in own work setting/service, showing how its implementation will reduce risk

- an explanation of how health and safety risk assessments are monitored and reviewed.

Essential resources

Learners will need access to a work placement or be employed in work with children and young people to provide the evidence required for this unit.

Learners will need access to legislation and guidance documents for the relevant home nation and examples of school policies and procedures for health and safety.

Indicative resource materials

Textbooks

Burnham L – *Supporting Teaching and Learning in Schools* (Primary) (Heinemann, 2010) ISBN 9780435032043

Burnham L – *Supporting Teaching and Learning in Schools* (Secondary) (Heinemann, 2010) ISBN 9780435032050

Kamen T – Teaching *Assistant's Handbook: NVQ and SVQ Levels 2 & 3, 2nd Edition* (Hodder Education, 2008) ISBN 9780340959381

Lindon J – *Too Safe for Their Own Good?* (National Children's Bureau, 2003) ISBN 9781900990974

Journals

Times Education Supplement (TES)

Websites

www.bsigroup.com	British Standards Institute
www.education.gov.uk	Department for Education
www.hse.gov.uk	Health and Safety Executive
www.hseni.gov.uk	Health and Safety Executive (Northern Ireland)
www.redcross.org	The Red Cross
www.sja.org.uk	St John Ambulance
www.teachernet.gov.uk/wholeschool/healthandsafety	Teachernet

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Unit 9: Support Learning Activities

Unit code: F/601/4073

Level 3: Specialist

Credit value: 4

Guided learning hours: 20

Unit aim

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

Unit introduction

This unit is suitable for learners who support pupils during learning activities. This unit explores the role of a teaching assistant in supporting teaching and learning and the importance of continuous professional reflection. At the start of this programme, learners will complete a self-assessment in relation to their work in supporting teaching and learning. Learners will then be introduced to models to help them reflect on their experience of and develop their abilities in supporting teaching and learning by setting themselves goals. Learners will demonstrate providing agreed support and feeding back to the teacher about progress made by the pupils. Learners will need the opportunity to contribute to supporting teaching and learning in a setting. The learning activities may be for individual pupils, groups of pupils, or the whole teaching group. They could take place within the classroom environment or involve working with pupils outside the classroom in a setting where teaching and learning takes place such as breakfast clubs, educational visits, extended hours classes, field studies and study support.

This unit covers ensuring learners are able to deliver learning support within learning environments including the preparation, provision, assessment and evaluation of appropriate learning activities. Learners will investigate different approaches to supporting teaching and learning and will need to relate them to the developmental needs of pupils.

Learners will apply understanding of the needs of different pupils at all levels and assist pupils to develop independence in their learning. They will remodel resources and demonstrate how to use them to meet the needs of pupils with the support and guidance of teachers.

In this unit learners will develop the ability to have a positive influence on the teaching and learning process and to identify how they can improve their current capabilities.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to contribute to planning learning activities	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
2 Be able to prepare for learning activities	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
3 Be able to support learning activities	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 and problem-solving skills
	3.6 Explain the sorts of problems that might occur when supporting learning activities and how to deal with these

Learning outcomes	Assessment criteria
4 Be able to observe and report on learner participation and progress	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
5 Be able to contribute to the evaluation of learning activities	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 and reflect on and improve own practice in supporting learning activities
6 Be able to evaluate own practice in relation to supporting literacy, numeracy and ICT	6.1 Evaluate how own knowledge, understanding and skills in literacy, numeracy and ICT impact on practice
	6.2 Develop a plan to improve own knowledge, understanding and skills in literacy, numeracy and ICT

Unit content

1 **Be able to contribute to planning learning activities**

Planning, delivery and review: importance of planning eg development of plans, aims and objectives of learning activities eg agreeing support required by the teacher, strategies to use when supporting individuals or groups

Strengths and weaknesses: factors eg advice to and from colleagues, expectations and requirements within own role and responsibility, boundaries of own role and competence

Contribute to the teacher's planning: knowledge of pupils eg learning levels, capability, individual learning plans, learning outcomes, curriculum content

Suggestions for own role: suggestions eg adapting resources, own behaviour, communication for learning activities as appropriate

Identify and obtain information: range eg relevant school curriculum, age-related expectations of pupils, teaching and learning objectives, learning resources, own role in supporting the learning activities, additional needs of pupils

2 **Be able to prepare for learning activities**

Select and prepare resources: furniture and equipment needed eg materials, equipment (including ICT), software, books, other written materials

Develop and adapt resources: resources eg materials appropriate to the age range, ability, need

Health, safety, security and access: requirements eg safety concerns or issues, taking account of the needs of all pupils, including those with additional or special needs, location and contents of first aid box, fire extinguishers, fire blankets, emergency alarms and exits; organisation's health and safety policy as it applies to learning environments, including the role of the teaching assistant in assessment, guidance for health and hygiene, safety, security and supervision

3 **Be able to support learning activities**

Support strategies: strategies eg creating a positive learning environment, managing behaviour, encouraging group cohesion and collaborative learning, prompting shy or reticent pupils to ask questions, check understanding, translating or explaining words and phrases, reminding pupils of teaching points, modelling correct use of language and vocabulary, ensuring pupils understand, helping pupils to use resources relevant to the learning activity, modify or adapt activities, providing individual attention, reassurance and help with learning tasks

Social organisation and relationships: through eg pupil grouping, group development, group dynamics, adult interaction, response to pupils, behaviour, how own role and responsibilities relate to other colleagues, developing positive relationships; using appropriate interpersonal and collaborative skills eg valuing diversity and multiculturalism, recognising the right of others to have differing opinions or ideas

Balance needs of individuals and group: be aware eg of needs of individual pupils and groups, one-to-one interactions, interactions with groups

Taking responsibility for own learning: expectations eg developmental stages, of learners, physical influences eg genetic, sensory impairment, puberty, special needs eg gifted and talented pupils, bilingual/multilingual pupils, pupils with disabilities

Supporting pupils *to develop skills:* techniques eg reading with confidence, fluency and understanding, use and apply numeracy to practical tasks, use and copy ICT software, approaches to finding solutions

Dealing with problems: problems eg confidence, lack of knowledge, development, emotional, physical; manage problems eg use learning activities, learning resources, learning environment, assessment

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

Apply skills and techniques for monitoring pupil responses to learning activities: methods of recording eg event samples, checklist, target pupil (s), questioning, explaining and instructing before observing, objectivity, checking findings with others

Assess pupils in activities and monitor progress: monitor eg knowledge of assessment criteria, knowledge of pupil needs, progress, contributing to supporting assessment of pupils, identifying individual needs

Record observations and assessments: range eg records needed to monitor individual and groups of pupils, reporting and recording information accurately, record keeping systems and procedures, assessment of learning

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

Evaluating learning activities: judgements eg reasons, evidence base, contribution to planning and learning process

Outcomes of observations and assessments: uses eg provide feedback to pupils, identification of difficulties and challenges, use assessment strategies to improve learning and support pupils to review, provide the teacher with feedback on pupils' participation and progress, keep colleagues informed, confidentiality and exchange of information, reflect on and improve own practice eg identify skills and areas for improvement, individual development plan, seek advice from a professional college, feedback on competence and performance, appraisal

6 **Be able to evaluate own practice in relation to supporting literacy, numeracy and ICT**

Impact on practice: interpret own understanding of learning materials eg recognise how own knowledge has supported learning or hindered the development of appropriate learning activities

Plan to improve: planning based on eg achievements, strengths and weaknesses relating to knowledge, understanding and skills, keeping up to date/maintaining currency of practice, using SMART principles, identifying short-term goals/targets, long-term goals/targets, reflection, monitoring processes, practices and outcomes from own work; reflecting with others on own practice, using feedback from others to improve own practice/plan for own development, importance of evaluation and review

Essential guidance for tutors

Delivery

Learners should be supported from the start of their programme so that they can conduct an appropriate self-assessment to generate evidence for learning outcome 1 and to inform the activity required in learning outcome 6. An introduction to the principles of SMART planning will enable learners to reflect on their own development.

This support could be through tutorial activity and the development of individual learning plans. Delivery of this unit is likely to include group discussions, facilitated by the tutor, to enable learners to share their experiences and gain insight into a broad range of approaches for supporting teaching and learning in different schools and for pupils at different developmental stages and with varying needs.

Learners should be encouraged to consult relevant organisational documents for a specific teaching and learning setting in their home country as well as key national policies. Relevant aspects of frameworks for the learner's country, for example Every Child Matters (applicable to England only), particularly with reference to schools, pupil referral units and personalised learning, could also be consulted. Class activities involving supporting learning would provide active learning experiences of developing and adapting their skills on which learners can reflect. Learners will need to understand the difference between tasks and roles and reflect on how the activities they introduce and their individual behaviour influences learning. The importance of factors, such as clear goal setting, communication, sensitivity to cultural differences and the maturity of a support worker in influencing learning, could be discussed and evaluated.

Learning outcomes 2, 3 and 4 require learners to demonstrate their ability to use a range of strategies, resources and materials that support pupil learning which is a valuable part of a teaching assistant's role. It enables learners to quickly become part of the classroom team and to discuss the process with others, for example the teacher. The importance of maintaining clear, correct records of pupil performance and achievement to inform the evaluation of learning activities should contribute to the achievement of learning outcome 5.

The principles of reflective practice as a process for learning and enhancing performance may be introduced by learners completing a questionnaire to explore preferred learning styles. Learners need to profile their abilities in learning outcome 1 to provide a baseline against which to measure their progress and development throughout the programme. Exploration of personal values, beliefs and feelings as influences on their own learning is helpful, as would discussion of how to deal appropriately with difficulties that might arise.

Applying reflection models to different experiences throughout the programme would be valuable. Themes could be used, for example themes based on the unit topics such as supporting teaching and learning activities, preparation of resources, or promoting pupils to develop positive relationships with one another. Learners should be assured of confidentiality in relation to discussing their experiences within agreed boundaries defined within a class compact. Individual tutorials would be needed to monitor development of professionalism, particularly if signs of inappropriate development arise.

Assessment

Assessment criteria 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3 and 5.2 must be assessed in the workplace.

Suggested assessment activities

This unit could be assessed through tasks supported by other evidence (for example witness testimony taken from a professional development record/file) if it contributes specifically to the assessment requirements. Tasks would need careful sequencing to ensure that they are completed in an appropriate chronological order to reflect a learner's development over the duration of the programme.

Learning outcome 1 should be met early in the unit delivery, when learners have some experience of working to support learning. Learners may need the opportunity to discuss their strengths and areas for improvement to establish a benchmark against which progress can be measured. Therefore this outcome could be assessed via a tutor discussion supported by written evidence in which the individual also sets out how they contribute to the planning, delivery and review of learning activities. Some elements of learning outcome 1 could be evidenced by witness statements.

Learning outcomes 2, 3, 4 and 5 require learners to demonstrate, discuss and explain how their contribution to supporting teaching and learning has benefited individual pupils. Evidence of this could take the form of a storyboard that catalogues their contribution to the planning of the learning, how and why they selected and prepared the learning resources used, a narrative about how they demonstrated their ability to support learning, their observations of pupil participation and progress and how they were used to improve practice.

Learning outcome 6 cannot be achieved until learners have completed learning outcome 1 and they must illustrate their short- and longer-term development after the end of the programme.

In preparing their evidence for assessment, learners should be encouraged to maintain the anonymity of team members where examples from work experience are being used.

Essential resources

As this is a work-based programme, learners will either be directly involved in pupil support or have access to situations or schools/organisations running teaching and learning activities. All learners need an opportunity to observe others supporting learning in different teaching and learning environments.

Indicative resource materials

Journals

Disability Now

Special Children

Working with Early Years

Young Children – The Journal of the National Association for the Education of Young Children

Textbooks

Ashman C and Green S – *Planning, Doing and Reviewing* (David Fulton, 2004)

Bentham S – *Practical Tips for Teaching Assistants* (Routledge Falmer, 2005) ISBN 9780415354721

Bentham S and Hutchins R – *A Teaching Assistant's Guide to Completing NVQ Level 3: Understanding Knowledge and Meeting Performance Indicators* (Routledge, 2008) ISBN 9780415432443

Burnham L – *Supporting Teaching and Learning in Schools (Primary)* (Heinemann, 2010) ISBN 9780435032043

Burnham L – *Supporting Teaching and Learning in Schools (Secondary)* (Heinemann, 2010) ISBN 9780435032050

Cheminais R – *Every Child Matters: A Practical Guide for Teaching Assistants, 1st Edition* (David Fulton Publishers Ltd, 2008) ISBN 9780415458764

Hryniewicz B – *Teaching Assistants: The Complete Handbook, 2nd Edition* (Adamson Publishing, 2007) ISBN 9780948543029

Isles-Buck E and Newstead S – *Essential Skills for Managers of Child Centred Settings* (David Fulton Publishers, 2003) ISBN 9781843120346

Kamen T – *Teaching Assistant's Handbook* (Hodder Arnold, 2 Rev Edition, 2008) ISBN 9780340959381

Morgan J – *How to Be a Successful Teaching Assistant* (Continuum International Publishing Group Ltd, 2007) ISBN 9780826493286

Richards G and Armstrong F – *Key Issues for Teaching Assistants: Working in Diverse and Inclusive Classrooms, 1st Edition* (Routledge, 2007) ISBN 9780415434256

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

www.cipd.co.uk	Chartered Institute of Personnel and Development
www.bis.gov.uk	Department for Business Innovation and Skills
www.education.gov.uk	Department for Education
qualifications.pearson.com	Pearson
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
www.teachernet.gov.uk	Teachernet
www.tda.gov.uk	The Training and Development Agency for Schools

Unit 10: Understand Child and Young Person Development

Unit code: L/601/1693

Level 3: Specialist

Credit value: 4

Guided learning hours: 30

Unit aim

This unit provides knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. It also includes actions taken when differences in development are identified and the potential effects of transitions on children and young people's development.

Unit introduction

Understanding development is fundamental as it underpins all work with children and young people. This unit enables learners to gain knowledge of the sequence and rate of the development of children and young people from birth to 19 years and how different aspects of development can affect one another.

The development of children and young people is affected by a range of factors. It is important to know how theories of development and frameworks to support development influence current practice for effective work at this level. Those working with children and young people must be able to recognise concerns about development to enable appropriate interventions to be instigated. The particular importance of early recognition of speech, language and communication disorders to children's holistic development is a significant feature of this unit.

Children and young people pass through a number of stages as they progress into adulthood, experiencing many changes in their lives such as starting nursery or changing school. They may also experience particular or personal changes or adversity such as bereavement or family breakdown. It is important for those working with children and young people to understand and recognise the effects of transition on children and young people's behaviour and development to ensure their needs are met through positive relationships, supporting the outcomes for Every Child Matters.

Learners explore the sequence and rate of all aspects of development and investigate the personal and external factors which influence development, including how theories of development and frameworks to support development influence current practice.

Learners will consider how to monitor children and young people's development and the types of interventions to promote positive outcomes. The importance of early recognition of speech, language and communication disorders to children's holistic development and how multi-agency teams work together to support speech, language and communication are studied. Learners will consider the effects of different types of transitions on development and the value of positive relationships to children and young people during transitions.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the expected pattern of development for children and young people from birth-19 yrs	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
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 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
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 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

Learning outcomes	Assessment criteria
4 Understand the importance of early intervention to support the speech, language and communication needs of children and young people	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
5 Understand the potential effects of transitions on children and young people's development.	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 content

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1 **Understand the expected pattern of development for children and young people from birth-19 years**

   Expected pattern of development birth–19 years: patterns eg same for all children and young people, rate of development, motor development, physical maturity, communication, intellectual/cognitive eg object permanence, use of symbols; development eg abstract concepts, social development, emotional, behavioural, moral

   Sequence of development: sequences eg broadly the same, normal ranges of development

   Rate of development: rate eg holistic, individual differences, how different aspects of development affect one another, aspects of development proceed at different rates in individuals, range of factors causing individual differences

2 **Understand the factors that influence children and young people's development and how these affect practice**

   Personal factors: range eg health status, disability, sensory impairment, learning difficulties, genetic inheritance

   External factors: factors eg nature/nurture debate, poverty and deprivation, family environment, background, care status, education, motivation

   Theories of development and frameworks affecting practice: competing theories eg Cognitive/Constructivist (Piaget), Psychoanalytical (Freud), Humanist (Maslow), Social Learning (Bandura), Operant Conditioning (Skinner), Behaviourist (Watson), social pedagogy

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**

   Monitoring development: methods eg formal, informal, formative, summative assessment, comparison with milestones, relation to child development theorists, information from parents/carers, colleagues; assessment frameworks eg Common Assessment Framework (CAF), curriculum frameworks (Early Years Foundation Stage (EYFS), National Curriculum; standard measurements

   D*evelopment not following expected patterns:* reasons eg disability, emotional, physical, environmental factors, cultural reasons, social factors, particular learning needs, communication difficulties

   How disability affects development: reasons eg effect of medical and social models of disability; delay in a particular aspect of development affecting other areas of development eg hearing impairment affecting communication and social interaction; global eg affecting all areas of development; attitudes and expectations of others; exclusion from opportunities, restricting development; benefits of positive attitudes to disability

Intervention: types eg social worker, speech and language therapist, psychologist, psychiatrist support with emotional difficulties, youth justice, support to stop children and young people offending, specialist nurse, additional learning support, physiotherapist, assistive technology, computer programmes, speech recognition device, hearing aid, health visitor

4 **Understand the importance of early intervention to support the speech, language and communication needs of children and young people**

Early identification of speech, language and communication delays: impacts eg cognitive development/learning, social development, emotional development/behaviour

Multi-agency teams: support eg speech and language therapist, special educational needs coordinator (SENCO), teacher, school support worker, sensory support teacher, Autism advisory teacher, educational psychologist, parents/carers

Play and activities to support speech, language and communication: range eg whole-class and small-group activities, strategies eg body language including gestures, pointing, facial expressions; young children eg puppets, pictures, games, songs and rhymes; signs; technology eg story tapes, CDs, computer programmes, interactive whiteboards; modelling language

5 **Understand the potential effects of transitions on children and young people's development**

Types of transitions: emotional eg affected by personal experience, bereavement, entering/leaving care; physical eg moving house, nursery or school, moving from one activity to another; physiological eg puberty, long-term medical conditions; intellectual eg moving educational establishment, pre-school to primary to secondary to further education

Effect on children and young people of having positive relationship during transition: emotional, physical, psychological and cognitive effects, stability; security; some one to talk to; someone who understands how they may be affected

Essential guidance for tutors

Delivery

The purpose of this unit is to enable learners to gain an understanding of the development of children and young people which underpins much of the learning for the whole qualification. Delivery strategies may involve a mixture of tutor input and independent research in relation to knowledge of development and learners will need to be guided towards appropriate materials, including electronic resources. These strategies could be complemented with appropriate video/DVD material and outside speakers.

Learners could be given an overview of the principles of development and the concept of maturation as opposed to just growth should be introduced. The expected stages of maturation of the different areas of development should also be explored. It is essential that learners understand the holistic nature of development and how different areas of development can affect one another. This aspect may be explored through case studies.

Learners should have the opportunity to consider a wide range of influences on the development of children and young people. Learners could work in pairs to consider case studies and present their findings to the whole group, followed by tutor-led discussion to consolidate learning. Learners could undertake independent research about theories of development and frameworks to support development and present their findings to the group to support discussion. Learners should be encouraged to share their experience of working in schools through employment, as a parent-helper or work experience as this will provide an opportunity to link theory to practice.

Learners should be introduced to a wide range of methods used to monitor the development of children and young people. Examples of different monitoring methods could be provided for learners to compare.

Case studies are a useful tool to consider how disability can affect development and to explore the different types of intervention used to promote positive outcomes.

Learners could analyse video/DVD material to consider the effect of speech, language and communication delays on holistic development and learning.

The importance of supporting children and young people through transitions to improve outcomes should be explored in the context of the Every Child Matters Framework. Examples of how schools work to support children and young people through both transitions that most children and young people experience and those experienced by some could be used to illustrate a range of provision. How the behaviour and development of children and young people may be affected by transitions, and the significance of positive relationships may be considered though analysis of case studies to help learners relate theory to practice.

Assessment

This is a knowledge-based unit. Evidence from workplace performance is not required.

Suggested assessment activities

Assessment will be through tasks, projects and other activities completed individually to meet the assessment criteria. Learners should draw on any relevant practical experience of working in schools but will not be assessed directly on workplace performance.

Evidence for all the assessment criteria of this unit could be combined into a portfolio, to include information about the development of children and young people, for support workers to use as a reference during their future work with children and young people. The portfolio could include accounts, charts, case studies, examples from work/work experience

The portfolio should include:

- a chart with information about the usual sequence and rate of development of children and young people in terms of physical development, communication, cognitive development, social, emotional and behavioural development and moral development from birth-19

- a concise explanation of the difference between the sequence and rate of development and why the difference is important

- how children and young people's development is influenced by a range of personal and external factors including health status, disability, sensory impairment, learning difficulties, poverty and deprivation, family environment and background, personal choices, looked after/care status, education

- how theories of development and frameworks to support development influence current practice in schools to include cognitive, psychoanalytic, humanist, social learning, operant conditioning and behaviourist theories and social pedagogy

- an explanation of how to monitor development. Examples may be included to support the response

- an explanation of the reasons why children and young people's development may not follow the expected pattern. Case studies may be used to support this response

- an explanation of ways in which different types of interventions can promote positive outcomes. Examples may be provided to support this response

- an analysis of the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition

- how multi-agency teams work together to support speech, language and communication needs

- how play and activities support the development of speech, language and communication. Examples from work/work experience may be used to support this response

- an explanation of how transitions can affect children and young people's development to include the following types of transitions emotional, bereavement, physical, physiological and intellectual

- an evaluation of the importance to children and young people of positive relationships during transitions.

Indicative resource materials

Textbooks

Bentham S – *A Teaching Assistant's Guide to Child Development and Psychology in the Classroom* (Routledge, 2003) ISBN 9780415311083

Blake S, Bird J & Gerlach S – *Promoting Emotional and Social Development in Schools: A Practical Guide* (Sage Publications, 2007) ISBN 9781412907316

Burnham L – *Supporting Teaching and Learning in Schools* (Primary) (Heinemann, 2010) ISBN 9780435032043

Burnham L – *Supporting Teaching and Learning in Schools* (Secondary) (Heinemann, 2010) ISBN 9780435032050

Dawrent A – *Successful School Transition* (LDA, 2008) ISBN 9781855034358

Kamen T – Teaching *Assistant's Handbook: NVQ and SVQ Levels 2 & 3, 2nd Edition* (Hodder Education, 2008) ISBN 9780340959381

Lindon J – *Child Development from Birth to Eight: A Practical Focus* (National Children's Bureau, 1993) ISBN 9781904787280

Lindon, J – *Understanding Child Development: Linking Theory and Practice, 2nd Edition* (Hodder Education, 2010) ISBN 9781444102840

Lindon, J – *Understanding Children and Young People: Development from 5-18 Years* (Hodder Education, 2007) ISBN 9780340939109

Rasheed E, Irvine J, Hetherington A & Wyatt L – *BTEC National Health and Social Care: Level 3* (Hodder, 2010) ISBN 9781444115529

Walsh M, Chaloner R & Stephens P – *Collins A Level Health and Social Care* (Collins Educational, 2005) ISBN 9780007197880

Journals

Times Education Supplement (TES)

Websites

www.childdevelopmentinfo.com	Child Development Institute
www.education.gov.uk/	Department for Education
www.nhs.uk/Tools/Pages/birthtofive	NHS
www.teachingexpertise.com	Teaching Expertise
www.teachernet.gov.uk	Teachernet

Unit 11: Understand How to Safeguard the Wellbeing of Children and Young People

Unit code:	Y/601/1695
Level 3:	Specialist
Credit value:	3

Guided learning hours: 25

Unit aim

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

Unit introduction

It is responsibility of all those working with children and young people to know how to keep them safe, recognise when they are in danger or at risk of harm and take action to protect them. Fundamental to safeguarding is vital knowledge of how to recognise different forms of abuse and the procedures for reporting suspected abuse as well as preventing the risk of harm to the welfare of children and young people.

In this unit learners will consider the concept of safeguarding and investigate the main legislation, guidelines, policies and procedures which support this, including data protection and information handling.

They will study the importance of partnership working in safeguarding and explore the roles and responsibilities of different organisations who may be involved when a child or young person has been abused.

Learners will study the policies and procedures that are in place to protect children, young people and adults who work with them.

They will investigate how to respond to evidence or concerns that a child or young person has been abused or harmed.

Learners consider the effects of bullying on children and young people and how to respond to evidence of bullying.

Learners investigate how to work with children and young people to support their safety and wellbeing through developing their self-confidence, self-esteem, resilience and empowering them to make safe choices.

The importance of e-safety is explored and learners consider ways of reducing risks to children and young people when using the internet and mobile phones.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people	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.
2 Understand the importance of working in partnership with other organisations to safeguard children and young people	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

Learning outcomes	Assessment criteria
3 Understand the importance of ensuring children and young people's safety and protection in the work setting	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
4 Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	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
5 Understand how to respond to evidence or concerns that a child or young person has been bullied	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

Learning outcomes	Assessment criteria
6 Understand how to work with children and young people to support their safety and well being	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
7 Understand the importance of e-safety for children and young people	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 content

1 **Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people**

Legislation, guidelines, policies and procedures: for home nation eg current legislation (Children Act 1989, The Education Act 2002, UN Convention on the Rights of the Child 1989); guidelines eg Working Together to Safeguard Children (2010), What to do if you're worried that a child is being abused (2006), Safeguarding Children and Safer Recruitment in Education (2007), Safeguarding Disabled Children (2009); Common Assessment Framework (CAF); school policies and procedures eg safeguarding and protecting, reporting and recording, e-safety, bullying and cyber bullying

Safeguarding children and young people: child protection defined, policies and procedures; safeguarding definition eg preventing risks of harm to the welfare of children and young people

National and local guidelines: childcare practice eg policies and procedures regarding propriety and behaviour, intimate personal care, physical contact; child protection eg Criminal Record Board checks (CRB), school policies for recording and reporting suspected abuse, whistle blowing policies; risk assessment eg hazard recognition, vigilance, indoors, outdoors, trips and outings, visitors to school; ensuring the voice of the child or young person is heard eg advocacy; supporting children and young people and others who may be expressing concerns eg believe child/young person, take action

Inquiries and serious case reviews: eg Local Safeguarding Children Boards (LSCB) Regulations (2006), process for serious case reviews (SCR) in document Working Together to Safeguard Children 2010; SCRs required in situations where a child or young person has died due to known or suspected abuse or neglect; reviews eg purpose of SCR is for agencies to determine the lessons learned

Process used by work setting or service: Data Protection Act 1988*;* action to be taken in the event of a suspected child protection situation eg reporting concerns, lines of reporting, information sharing, confidentiality; procedures for reporting and recording, information storing

2 **Understand the importance of working in partnership with other organisations to safeguard children and young people**

Importance of safeguarding: responsibility of all adults; duty to report concerns eg issues occurring outside school, staff awareness and training, monitoring and record keeping, partnership and involvement with other agencies

Child/young person-centred approach: child or young person taken account of; child or young person involved in decision making eg involving the child/young person in meetings, liaise and discuss matters; children and young people treated with respect

Partnership working in the context of safeguarding: liaising with different agencies eg communication essential safety and protection of children and young people, essential to act on concerns, early intervention to avoid slipping through the net

Roles and responsibilities of the different organisations: eg Children's Social Care, police, health professionals eg general practitioners, doctors in emergency departments, health visitors, Local Safeguarding Children Board (LSCB), National Society for the Protection of Children (NSPCC), school, psychologist, probation

3 **Understand the importance of ensuring children and young people's safety and protection in the work setting**

Ensuring protection from harm in work setting: eg 'loco parentis', effect of harm; aspects of school eg health and safety issues, behaviour, bullying, safeguarding, internet safety, safety on school trips

Policies and procedures: policies and procedures eg working in a transparent and open way, listening to children and young people, duty of care, whistle blowing, power and position of trust, propriety and behaviour, physical contact, intimate personal care routines, off site visits, photography and video, sharing concerns and recording/reporting incidents

Reporting concerns about poor practice: eg whistle blowing policy, confidentiality

Steps to take: follow child protection, anti-bullying, health and safety policies and procedures eg intimate personal care, physical contact, non-use of mobile phones while with children/young people, use of photography and video; informing colleagues of whereabouts and actions

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

Indicators and behaviours causing concern: signs eg symptoms, indicators of abuse, (neglect, emotional, physical, sexual), behaviours that may cause concern in the context of safeguarding

Actions to take: actions eg provide reassurance for the child, record the disclosure noting date, time, what was said, remaining non-judgemental, believe the child, listen and do not ask too many questions, report the disclosure to the school's child protection or safeguarding officer

Rights of children and young people: rights eg to be listened to, to protection, to have own opinion taken into account when decisions are being made, to be treated with respect and care without judgement, to be investigated through the correct channels and the outcome documented

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

Bullying and the potential effects: types eg physical eg pushing, kicking, hitting, pinching, other forms of violence or threats, verbal eg name calling, insults, sarcasm, spreading rumours, persistent teasing, emotional eg excluding, tormenting, ridicule, humiliation, cyber bullying eg use of information and communication technology particularly mobile phones and the internet to deliberately upset somebody; vulnerability of children/young people with disabilities or special educational needs; effects on eg emotional development eg self-esteem, mental health, social development eg isolation, cognitive development eg concentration, learning and achievement, school attendance

Policies and procedures for dealing with bullying: School Standards and Framework Act 1998; follow anti-bullying policy eg deal immediately with any incidents of bullying, record or report to the head teacher or a member of the senior management team, inform the class teacher if bullying persists, inform parents

How to provide support when bullying is suspected or alleged: guidelines eg local authority, school, school procedures; actions eg reassure child/young person and their parents/carers, work as a member of the team to support the child, inform child/young person about websites/organisation to help eg Childline, Kidscape

6 **Understand how to work with children and young people to support their safety and wellbeing**

Support self-confidence and self-esteem: self-confidence can be developed through eg valuing children and young people as individuals, celebrating differences and similarities, encouraging independence, praising personal success, recognising achievement, team games, group activities

Importance of supporting resilience: benefits eg equipped to resist stress and adversity, cope with change and uncertainty, recover faster and more completely from traumatic events or episodes, positive affects on long-term wellbeing

Ensure strategies are in place for protection: reasons eg to help them assess risks; to enable them to make decisions; to give them independence

Empowering children and young people to make positive and informed choices that support their wellbeing and safety: listen to children and young people; encourage them to express their feelings, encourage children and young people to think about their own personal safety and possible strategies they could use in a range of situations; provide information about organisations to protect them eg NSPCC, ChildLine, Kidscape

7 **Understand the importance of e-safety for children and young people**

Risks and possible consequences: social networking sites eg personal information such as telephone numbers, photographs, email addresses and information such as school name, clubs they attend, where they meet up can be pieced together, personal information online also becomes accessible to individuals other than their friends; internet eg children in school unable to access inappropriate material due to filters which school computers are required to have, home computers may not have filters in place; buying online eg risk of identity theft

Reducing risk to children and young people from internet and mobile phone use: school e-policy; internet filters eg Child Safety Online Kitemark; emphasise importance of keeping personal details private; privacy settings on social networking sites; information workshops for parents about e-safety

Essential guidance for tutors

Delivery

This unit enables learners to develop the knowledge and understanding required to safeguard children and young people. This includes learning the actions to take in response to evidence or concerns that a child or young person has been abused, harmed or bullied. Knowledge of the legislation, guidance, policies and procedures for safeguarding is integral to this unit.

Learners need to be aware of the role and responsibilities of the support worker in school for safeguarding and the welfare of children. This includes the importance of knowing about and following the policies and procedures of the school, lines of accountability and the parameters of their role.

Safeguarding children is an extremely sensitive area and it is strongly recommended that this is delivered by a person suitably experienced in this area of work. Learners need to be aware of the issues, but sensitive delivery is essential.

Learners need an overview of the legislation for safeguarding children. This may be put into a historical context to help learners understand the concept of safeguarding and how legislation has developed in response to high profile child abuse cases. Learners should be introduced to current guidance about safeguarding relevant to their home nation. This information can be accessed from the relevant government department websites. Learners should also be given the opportunity to look at a range of school policies and procedures for safeguarding the welfare of children and young people, including safeguarding and protecting, reporting and recording, e-safety, bullying and cyber bullying and consider how these may impact on support roles in schools.

The use of case studies, scenarios and tutor-led discussion will help learners to consider sensitive information about signs of child abuse and appreciate the responsibilities of those caring for children and young people with regard to responding to evidence or concerns that a child or young person has been abused, harmed or bullied. Tutors need to be aware of the responses of individual learners as previous experiences may be revived.

Whole group discussion of scenarios where abuse is suspected and posing the question `what would I do?', will help learners to explore issues such as why adults may feel reluctant to report suspected abuse and what to do if they had concerns about a colleague who may be putting children at risk of harm. The tutor will need to discuss learner concerns about these issues and reinforce the responsibilities of those caring for children and young people to ensure the welfare of the child or young person is paramount.

Learners could carry out research into the effects of bullying and present their findings to the group to stimulate discussion.

It is essential that learners understand the principles of confidentiality in the context of safeguarding the welfare of children and young people.

Learners should be encouraged to share their experience of working in schools through employment, as a parent-helper or work experience.

Assessment

This is a knowledge-based unit. Evidence from workplace performance is not required.

Suggested assessment activities

Assessment will be through tasks, projects and other activities completed individually to meet the assessment criteria. Learners should draw on any relevant practical experience of working in schools but will not be assessed directly on workplace performance.

Evidence for all the learning outcomes of this unit could be presented as a training package for a new member of staff to help them understand the policies, procedures and practices in the school for safeguarding.

The training package could include PowerPoint slides, information sheets, case studies and accounts.

However, the following will need to be included:

- an outline of current legislation, guidelines, policies and procedures affecting the safeguarding of children and young people

- an explanation of child protection within the wider concept of safeguarding children and young people

- an analysis of how national and local guidelines, policies and procedures for safeguarding affect day-to-day work with children and young people in the school

- when and why inquiries and serious case reviews are required and how sharing of the findings informs practice

- an explanation of how the processes used in the school comply with legislation that covers data protection, information handling and sharing

- why it is important to ensure children and young people are protected from harm within the school

- why a child or young person-centred approach is important

- an explanation of partnership working in the context of safeguarding

- a description of the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed

- why it is important to ensure children and young people are protected from harm in the school

- an explanation of the policies and procedures in the school to protect children, young people and adults who work with them

- an evaluation of how concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected

- an explanation of how practitioners can take steps to protect themselves within their everyday practice in the school and on off site visits

- possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding

- actions to take if a child or young person alleges harm or abuse in line with policies and procedures of the school

- an explanation of the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged

- an explanation of different types of bullying and the potential effects on children and young people

- an outline of the policies and procedures in the school that should be followed in response to concerns or evidence of bullying with reasons why they are in place

- how to support a child or young person and/or their family when bullying is suspected or alleged

- how to support children and young people's self-confidence and self-esteem

- an analysis of the importance of supporting resilience in children and young people

- why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about their safety

- how to empower children and young people to make positive and informed choices that support their wellbeing and safety

- an explanation of the risks and possible consequences for children and young people of being online and of using a mobile phone

- ways of reducing risk to children and young people from social networking, internet use, buying online and using a mobile phone.

Essential resources

Learners will need access to legislation and guidance documents for the relevant home nation and examples of school policies and procedures for safeguarding and the welfare of children.

Indicative resource materials

Textbooks

Baginsky M – *Safeguarding Children and Schools* (Jessica Kingsley, 2008)
ISBN 9781843105145

Burnham, L – *Supporting Teaching and Learning in Schools (Primary)* (Heinemann, 2010) ISBN 9780435032043

Burnham L – *Supporting Teaching and Learning in Schools (Secondary)* (Heinemann, 2010) ISBN 9780435032050

Kamen T – *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3, 2nd Edition* (Hodder Education, 2008) ISBN 9780340959381

Lindon J – *Safeguarding Children and Young People: Child Protection 0-18 years, 2nd Edition* (Hodder, Arnold, 2008) ISBN 9780340947401

Journals

Times Education Supplement (TES)

Websites

www.ceop.gov.uk	Child Exploitation and Online Protection Centre
www.childline.org.uk	Childline
www.classroom-assistant.net	Classroom Assistant
www.education.gov.uk	Department for Education
www.ico.gov.uk	Information Commissioner's Office
www.kidscape.org.uk	Kidscape
www.nationalbullyinghelpline.co.uk	National Bullying
www.nspcc.org.uk	NSPCC
www.nyas.net	National Youth Advocacy Service
www.nextgenerationlearning.org.uk/safeguarding	Next Generation Learning
www.stoptextbully.com	Stop Text Bully
www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying	Teachernet

Unit 12: Plan and Deliver Learning Activities Under the Direction of a Teacher

Unit code: D/601/7711

Level 3: Specialist

Credit value: 4

Guided learning hours: 21

Unit aim

This unit provides the knowledge, understanding and skills to plan and deliver learning activities to complement, reinforce or extend teaching and learning planned and delivered by the teacher. It requires competence in planning and delivering learning activities for individuals and small groups, under the direction of a teacher, as well as working in partnership with the teacher to deliver learning activities to whole classes.

Unit introduction

The unit explores the importance of planning and delivering learning activities for individuals and small groups of pupils in the learning environment. Learner will work under the direction of a teacher, as well as working with the teacher to deliver learning activities once they have successfully completed this unit.

Learners will need the opportunity to contribute to supporting teaching and learning in a setting. They will experience planning learning activities under the guidance of a lead professional and be able to explain the aims and objectives of the learning and the expected learning outcomes.

By the end of this unit they will be able to support the activities of individual pupils, of groups of pupils and effectively contribute to the learning experience of whole classes. Learners will be able to engage pupils in their learning and encourage them to reach, if not exceed, the targets set for their knowledge, understanding or skill acquisition.

Learners will also be skilled in monitoring how well pupils are performing and be able to assess and record pupil progress to support ongoing improvement and to deliver feedback to pupils to help them improve.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Be able to plan learning activities under the direction of the teacher	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 and 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
2 Be able to deliver learning activities	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 and 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
3 Be able to monitor and assess learning outcomes	3.1	Monitor learners' responses to activities
	3.2	Demonstrate ways of modifying activities to meet learners' needs
	3.3	Monitor learners' participation and progress in learning activities
	3.4	Use monitoring outcomes to provide learners with focused support and feedback
	3.5	Use a range of assessment techniques to support the evaluation of learners' progress in relation to the intended learning outcomes

Unit content

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1 **Be able to plan learning activities under the direction of the teacher**

Objectives, content and intended outcomes: range eg learning objectives, knowledge acquisition, skill acquisition, experience, emotional growth, awareness, short- medium- long-term learning outcomes

Learning activities relating to frameworks: frameworks eg statutory, non-statutory, national, local curriculum plans

Plan and prepare learning activities: individual pupils eg individual education plans, personalised learning, learning styles, SMART targets, organising appropriate resources, adapt to individual learning needs; small groups of pupils eg learning outcomes, group activities, variety of approaches to teaching and learning, organising appropriate resources, engagement of all pupils, communication, adapt to group learning needs

Contribute to planning partnership working: considerations eg pupil ability, pupil capability, expectation of pupils, clarity of roles and responsibilities, identifying short-term goals/targets, long-term goals/targets

2 **Be able to deliver learning activities**

Meet agreed learning objectives and intended outcomes: actions eg present, explain the learning objectives, set the context of the learning, deliver agreed lesson plans, check pupil understanding, learning outcomes are met

Maintain pupils' *motivation and interest:* ways eg encourage, enthuse, praise, encouragement for pupils with low self-esteem, adapting inadequate learning resources, motivation, raising expectations, rewards, sharing learning goals with pupils; encouraging and assisting pupils to express their needs and ideas about their learning, eg involve pupils in self-assessment

Support and challenge pupils: challenges eg age-appropriate, stage appropriate, gifted and talented, requiring specialist support with learning difficulties and/or disabilities/sensory impairment, helping pupils, stretching pupils, opportunities for development

Feedback on progress and achievements: actions eg ask questions to check understanding, encouraging pupils to make positive choices about their own learning and take responsibility for their choices, listen, observe, diary, checklist, target pupils, formal, informal, achievement record, assessment record, benchmarks

Promote and support the inclusion: use eg local policies for inclusion and equality of opportunity for pupils; ensuring local policies are implemented in supporting teaching and learning, give equality of opportunity; consider eg gender, age, special educational need, gifted and talented, integration, multicultural; adapting activities, experience and environment eg materials, furniture, access to equipment

Organise and manage learning activities: legal duties for health and safety as required by relevant health and safety at work legislation; policy for health and safety as defined by the workplace eg as outlined in Every Child Matters policies (for England); correct and safe use of equipment and materials; being aware of potential safety issues when taking pupils out of their usual setting eg reporting concerns or incidents to the teacher, legal and organisational responsibilities for safeguarding children and young people, instructions, routines, procedures

Work in partnership with the teacher: understanding and supporting roles of teachers eg communication, resources, activities; procedures eg adapting support strategies as appropriate to individual pupil needs and/or learning styles recognising problems or obstacles

3 **Be able to monitor and assess learning outcomes**

Monitor learner responses to activities: observing eg range of records needed to monitor individuals, groups, whole class, evaluation of engagement with activities, assessment of learning

Demonstrate modifying activities: ways eg alternatives, special educational needs, gifted and talented, bilingual/multilingual, adapting language, content, difficulty, range of texts, adaptation of texts, tasks, timeframes, materials, ICT

Monitor pupils' participation and progress: ways eg supervise, observe, question, interact, discuss with pupils, listen, measure, assessment criteria, checklists, test, national, local, subject specific

Use monitoring outcomes for focused support and feedback: outcomes eg informed by learning objectives, sharing factors that have hindered progress, constructive feedback, advise

Use a range of assessment techniques in relation to the intended learning outcomes: range eg formative assessment, using open-ended questions, observing, listening to how pupils describe their work and their reasoning, checking understanding, l self- review of progress, encourage pupils to review and comment on their work before handing it in, summative assessment

Essential guidance for tutors

Delivery

Some of the knowledge and understanding for this unit may come from learner research or practical work experience, whilst some will be gained in the classroom or from observed practice in a work placement. The unit gives learners an overview of the context in which learning takes place.

In delivering this unit, tutors should support learners in acquiring a basic awareness of how to plan and deliver learning activities and of how to use them safely and effectively within a learning environment. Learners should be able to do so with the support of a lead professional.

Delivery may involve tutor input, with guidance for learners on the choice of appropriate materials, including electronic resources. Use of DVD/video materials, where possible, would complement delivery, particularly for learners who do not have permanent access to a setting or have limited access to a setting. Learners will benefit from the opportunity to observe experienced practitioners modelling best practice. This insight into how to support the planning and delivery of learning activities effectively could also be achieved by using videos or perhaps viewing relevant programmes shown on Teachers TV for example.

Relevant sections of frameworks and policies for the learner's country could be consulted. In England, for example, National Strategy documents could be consulted for information and guidance, for example the sections on schools, personalised learning, Common Core of Skills and Knowledge for the Children's Workforce and Safer School Partnerships (Child and Young Person Development, Safeguarding and Promoting the Welfare of the Child). Learners should be encouraged to read relevant organisational documents for a specific teaching and learning setting in their country as well as key national policies such as the Early Years Foundation Stage, The Foundation Phase and the Secondary National Strategy for School Improvement. Visiting specialist speakers would enhance learner experience significantly.

When delivering learning outcome 1 tutors may choose to identify a number of model lesson plans, and work with a group of learners to develop plans that inform how they would work with the teacher to prepare the learning activities and agree how to monitor and assess the learning achieved. The tutor may choose to role play the lead professional and in doing so enable learners to develop the skills they will draw on when discussing, sharing ideas with guidance and communicating with teachers in the workplace.

Role play could also be used as a method for delivering learning outcomes 2 and 3 Learners could practise delivering support for learning as well monitoring and assessing the progress made on their peers by experiencing the role under the guidance of the tutor. Alternatively, learning outcome 3 could be achieved using video material, or lesson observation, and asking learners to observe, record outcomes and the extent to which the planned learning outcomes were achieved and then provide feedback on case study material they have watched.

Appropriate work experience is required for all learners in order to undertake delivery of the learning activities as well as monitoring and assessing the learning outcomes in this unit.

Assessment

Assessment criteria 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4 and 3.5 must be assessed in the workplace.

Suggested assessment activities

Learning outcome 1 requires description and explanation and will need to be completed early in the unit as learning outcomes 1, 2 and 3 are sequential parts of the learning process for pupils.

Learners could produce a portfolio of evidence to support a sustained piece of work that demonstrates how they have planned, delivered and evaluated learning activities for individual pupils and groups of pupils. Learners should supplement their evidence with descriptions or examples of practical work, where possible supported by statements from expert witnesses, especially in relation to learning outcome 2. Evidence could come, for example, from activities learners have undertaken on their work experience.

Learning outcome 1 requires learners to be able to describe the objectives, content and intended outcomes of learning activities and plan and prepare those activities. Evidence of this could be presented in the form of conversation records or notes and planning documents or checklists prepared by learners. The planning documents will need to demonstrate how learners planned to meet individual pupil or group needs, and how they drew on their own skills and expertise to enrich the learning experience. Learners may choose to submit examples of work sheets or their own versions of a text, for example that they have developed along with the original material the teacher planned to use, to show how they have crafted or adapted resources to meet pupil need. The planning documents will also need to address how learners will contribute to the learning activities and include a range of pre-determined questions learners may be required to ask pupils to prompt appropriate responses and further their learning, and also how learners will assess attainment at the end of the activity.

Learning outcome 2 requires learners to demonstrate their use of teaching and learning methods and must be supported by witness statements that verify learners were engaged in these activities and that they were effective in their delivery. Evidence to support this further could be in the form of a learner diary that recalls how they achieved the learning outcomes and the actions and behaviours they performed to secure the delivery of the skills and interventions they committed to during the planning process.

The diary could also provide evidence of the professional behaviours required to secure successful completion of learning outcome 3. Learners will need to evidence how they monitored pupils' responses to activities and used their observations to adapt activities to meet pupil need. The diary could be supplemented with checklists learners used to support the assessment of pupils and that illustrate how they adapted the activities, materials or resources as a consequence of pupil progress. The checklists, for individual and groups of pupils, will need to contain a range of assessment techniques that support the evaluation of pupils' progress in relation to the intended learning outcomes. Statements from the lead professional will be required to evidence this learning outcome and could be supplemented with samples of pupil work that illustrate how individual or groups of pupils improved the quality of their work or developed their understanding as a consequence of learner interventions.

Essential resources

As this is a work-based programme, all learners will either be directly involved in working as part of a team or have access to situations or schools/organisations where adults work in teams to support teaching and learning activities. All learners will need an opportunity to participate in a team activity within the teaching and learning environment.

Indicative resource materials

Textbooks

Ashman C and Green S – *Managing People, Teams and Services* (David Fulton, 2004)

Ashman C and Green S – *Planning, Doing and Reviewing* (David Fulton, 2004)

Bentham S – *Practical Tips for Teaching Assistants* (Routledge Falmer, 2005) ISBN 9780415354721

Bentham S and Hutchins R – *A Teaching Assistant's Guide to Completing NVQ Level 3: Understanding Knowledge and Meeting Performance Indicators* (Routledge, 2008) ISBN 9780415432443

Burnham, L – *Supporting Teaching and Learning in Schools (Primary)* (Heinemann, 2010) ISBN 9780435032043

Burnham L – *Supporting Teaching and Learning in Schools (Secondary)* (Heinemann, 2010) ISBN 9780435032050

Cheminais R – *Every Child Matters: A Practical Guide for Teaching Assistants, 1st Edition* (David Fulton Publishers Ltd, 2008) ISBN 9780415458764

Hryniewicz B – *Teaching Assistants: The Complete Handbook, 2nd Edition* (Adamson Publishing, 2007) ISBN 9780948543029

Isles-Buck E and Newstead S – *Essential Skills for Managers of Child Centred Settings* (David Fulton Publishers, 2003) ISBN 9781843120346

Kamen T – *Teaching Assistant's Handbook* (Hodder Arnold, 2 Rev Edition, 2008) ISBN 9780340959381

Morgan J – *How to Be a Successful Teaching Assistant* (Continuum International Publishing Group Ltd, 2007) ISBN 9780826493286

Richards G and Armstrong F – *Key Issues for Teaching Assistants: Working in Diverse and Inclusive Classrooms, 1st Edition* (Routledge, 2007) ISBN 9780415434256

Journals

Disability Now

Special Children

Working with Early Years

Young Children – The Journal of the National Association for the Education of Young Children

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

www.cipd.co.uk	Chartered Institute of Personnel and Development
www.bis.gov.uk	Department for Business Innovation and Skills
www.education.gov.uk	Department for Education
www.edexcel.co.uk	Pearson
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
www.hse.gov.uk	Health and Safety Executive
www.open.ac.uk	The Open University
www.teachernet.com	Teachernet
www.tda.gov.uk	The Training and Development Agency for Schools

Unit 13: Provide Literacy and Numeracy Support

Unit code: L/601/7722

Level 3: Specialist

Credit value: 3

Guided learning hours: 16

Unit aim

This unit provides the knowledge, understanding and skills to provide literacy and numeracy support across the curriculum or within a subject or vocational area. This involves helping pupils to cope with the literacy and numeracy demands of learning activities designed to develop subject or vocational knowledge and skills, as well as using subject or vocational learning to develop and/or reinforce literacy and numeracy skills.

Unit introduction

The unit is for those learners who provide support for literacy and numeracy activities. It covers the support delivered to pupils that enables them to contribute to, and benefit from, learning activities designed to develop literacy or numeracy skills.

On completion of this unit learners will be able to work under the direction of a teacher or lead professional to help pupils participate in whole class, group or individual learning activities for literacy and numeracy development. It involves learners identifying pupils' needs for literacy and numeracy support and will enable them to obtain and interpret information about pupils' literacy and numeracy skills, apply them to targets for learning and inform how they support them. Learners will know how to obtain and interpret information about the teaching and learning objectives as well as the literacy and numeracy demands of the agreed learning activities.

Learners will gain an understanding of how to help pupils participate in class and to work on individual activities for literacy and numeracy development. Learners should gain experience of working with individual or small groups of pupils.

Learners will apply their knowledge to the delivery of literacy and numeracy support to improve pupil confidence in learning situations where they need to be competent in literacy and numeracy and enable pupils to access the wider curriculum.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to identify pupils' needs for literacy and numeracy support	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 and literacy and numeracy support needs
	1.3 Obtain and interpret information about: the teaching and learning objectives of learning activities and the literacy and numeracy demands of learning activities
2 Be able to provide literacy support to help pupils to access the wider curriculum	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
3 Be able to provide numeracy support to help pupils to access the wider curriculum	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 content

1 **Be able to identify pupils' needs for literacy and numeracy support**

Explain the importance of literacy and numeracy skills: policy as appropriate to home country, age range and setting; policies for special educational needs eg expectations, needs, skill applications, knowledge of the curriculum, subject-specific vocabulary

Obtain and interpret information about pupils' support needs: sources eg pupil records, reading, writing, speaking, listening, mathematical skills, levels of attainment, records of achievement, stage of development, goals, special educational needs, additional support needs

Interpret information about teaching and learning objectives: sources eg lesson aims, resources for reading skills, resources for writing skills, resources for speaking, resources for number skills

2 **Be able to provide literacy support to help pupils to access the wider curriculum**

Provide individual pupil support: resources eg materials, ICT software, translating, interpreting, explaining, assist, special educational needs, implications of needs

Support development of pupils' literacy skills: opportunities eg individual learning plans, lesson plans, factors to promote, how to overcome factors that hinder progress or engagement, relevant activities, interaction, explaining words, phrases, modelling correct use of language and vocabulary

Deal with the challenges: techniques eg prompting, modelling language use, praise; constructive feedback, motivation, interest, interactive use of speaking, talking, listening, reading, writing, communication; prompting shy, reluctant pupils

3 **Be able to provide numeracy support to help pupils to access the wider curriculum**

Use knowledge to provide numeracy support: sources eg resources, materials, ICT software; support eg translating, interpreting, explaining, assist, special educational needs, implications of needs

Use opportunities to support pupils' numeracy skills: support eg constructive feedback, appropriate methods of assessment of numeracy, relevant numeracy concepts and skills, numbers, measurement, shape, space, graphs, diagrams, tables, counting, matching, sequencing activities, estimating and measuring, 2D and 3D shapes and models, shape identification, symmetry, tessellation and patterns

Deal with the challenges to maintain pupils' confidence and self-esteem: ways eg encourage, enthuse, praise, constructive feedback, motivation, interest, encourage and support bilingual, multilingual pupils, interactive use of mathematical language, use and apply numeracy to practical tasks

Essential guidance for tutors

Delivery

It is essential that learners have an accurate grasp of the literacy and mathematical concepts necessary to support pupils. A useful way of establishing learners' level of competence in using these skills could be to introduce the unit through a series of activities which learners complete collaboratively. The activities could address a range of literacy and numeracy activities that are similar to those that they might use in their work with pupils. Learners who may have specific needs could be supported in the first instance through individual tutorials and by specialist additional support if necessary. Discussion of learner experiences of being taught literacy or numeracy themselves could raise awareness of how strategies and approaches change over time and of the range of factors that can influence attitudes to and perceptions of abilities and pupil confidence.

The knowledge and understanding for this unit will be learned as theory but should be both seen and put into practice in a classroom setting. Tutor input and learner activities, including the learner's own research into strategies for supporting the development of literacy and numeracy skills, should play a major role in delivery. Learners should be encouraged to discuss literacy and numeracy activities with professionals in school settings, how the learning activities are to be organised and how they may support these.

Visiting specialist speakers would enhance learner experience, particularly for those learners who do not have permanent access to a setting or who have limited access to a setting. An input from visiting practitioners who have experience of working in a multicultural setting to develop numeracy or literacy skills in bilingual and/or multilingual pupils could be valuable for learners. Learners should be aware of relevant strategies and policies applicable to teaching and learning in their home country, for example (in England) Every Child Matters and its goals for raising standards. Policies at a national and school level may be age related so learners will need to develop an awareness of these.

Learning outcome 1 covers the knowledge and understanding required to use a range of appropriate strategies and resources that support the literacy and numeracy activities to be used with individual pupils and groups. Learners will need access to a setting in order to use these strategies with pupils with varying abilities and needs.

For learning outcomes 2 and 3, learners will need to take their understanding of national strategies and school polices relating to literacy and numeracy and apply this to the learning situation for individual and/or groups of pupils. Learners should be encouraged to research strategies they can use in a particular setting and how these strategies impact on delivery of the wider curriculum. They should also be encouraged to consider how they manage the literacy and numeracy challenges faced by pupils in the learning environment and how to engage them so that the level of literacy and numeracy of each pupil does not present a barrier to wider learning or participating in and enjoying learning.

Assessment

Assessment criteria 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2 and 3.3 must be assessed in the workplace.

Suggested assessment activities

Some of the assessment evidence for this unit will require learners to describe or explain how they have supported pupils to help them meet the literacy and numeracy demands of the wider curriculum. Learners should supplement their evidence with descriptions or examples of practical work that they have delivered in the workplace setting. The evidence could come from activities learners have undertaken during a period of work experience.

Learning outcomes 1, 2 and 3 could be combined into one task where learners investigate strategies for supporting achievement in literacy and numeracy for a targeted individual or small group of pupils and then compile their findings into a report that covers the relevant assessment criteria. Alternatively, learning outcomes 1, 2 and 3 could be assessed in three separate tasks.

Learners will need to provide evidence of understanding the importance of literacy and numeracy skills in relation to the pupils' learning across the wider curriculum, as appropriate for a selected setting, curriculum area and age range in keeping with a national and school strategy for literacy or numeracy. Learners could, for example, help to inform the planning and delivery of a particular literacy or numeracy activity using the information they have obtained and interpreted and use that planning as the basis of evidence to achieve learning outcome 1.

To achieve learning outcomes 2 and 3 learners could use two tasks to provide evidence of understanding and use their knowledge of the individual needs of pupils to provide literacy and numeracy support. A commentary on how they identified and used opportunities within learning activities to support the development of pupils' literacy and numeracy skills could form the evidence base for the assessment criteria and could be supported by witness statements. The commentary could illustrate how learners dealt with the challenges of the literacy and numeracy learning activities to ensure that pupils remained confident and describe what behaviours learners engaged in that had a positive impact on pupils' self-esteem and describes how pupils demonstrated this through engagement with the learning. For learning outcome 3, for example, learners must demonstrate and record how have used a range of activities to develop different numeracy skills as defined by the relevant curriculum or framework and offered the required types of support as and when needed, giving feedback using language pupils are likely to understand and appropriate mathematical vocabulary.

Essential resources

Learners must have access to a work-based environment.

Indicative resource materials

Textbooks

Assessment and Delivery Resource (Heinemann, 2006) ISBN 9780435402242

Burnham L – *S/NVQ Level 2 Teaching Assistant's Handbook, 2nd Edition* (Heinemann, 2008) ISBN 9780435449308

Excellence and enjoyment: A strategy for primary schools (DCSF, 2003)

Interactive Tutor Resource for Teaching Assistants S/NVQ Levels 2/3 (Heinemann, 2008) ISBN 9780435117252

Primary Framework for literacy and mathematics (DCSF)

Websites

www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.education.gov.uk	Department for Education
qualifications.pearson.com	Pearson
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
www.open.ac.uk	The Open University
www.teachernet.gov.uk	Teachernet
www.tda.gov.uk	The Training and Development Agency for Schools

Unit 14:   Support Children's Speech, Language and Communication

Unit code: **T/600/9789**

Level 3:   **Specialist**

Credit value: **4**

Guided learning hours: 25

Unit aim

This unit explores the ways in which those working with children can support the development of speech, language and communication skills. The unit also looks at how to recognise, and access specialist support, for those children who may have speech, language and communication needs.

Unit introduction

Speech, language and communication skills are essential life skills that enable individuals to function within society but also to access the curriculum. This unit enables the Learner to support the development of children's speech, language and communication skills.

Learners will explain and understand the importance of speech, language and communication for children's overall development and the benefits of adults supporting their development within the learning environment. Learners will develop their understanding of how environments support speech, language and communication and will contribute to maintaining a positive environment that supports this.

Learners will use the skills they acquire in all aspects of their work to support access by pupils to the broader curriculum within the school and their inclusion at play for example.

Learners will be able to work with individual or groups of pupils to develop their skills and use both non-verbal and verbal communication to express themselves.

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Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the importance of speech, language and communication for children's overall development	1.1 Explain the speech, language and communication needs of children
	1.2 Explain how speech, language and communication skills support children's learning, emotional, behaviour and social development
	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
2 Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting	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
3 Be able to provide support for the speech, language and communication development of the children in own setting	3.1 Demonstrate providing support taking into account the age, specific need, abilities, home language, interests of 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 on a one to one basis and in groups
	3.4 Evaluate the effectiveness of speech, language and communication support for children in own setting

Learning outcomes	Assessment criteria
4 Be able to contribute to maintaining a positive environment that supports speech, language and communication	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 and young people

Unit content

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

Explain the speech, language and communication needs of children: 0-5 eg verbal communication, voice tone, sound patterns, repetition, rhyme, alliteration, naming familiar objects; non-verbal communication eg eye contact, facial expression, hand gestures, pointing; social interactions, opportunities to follow simple instructions; use of resources, work with parents/carers within boundaries of own role

5-11 eg verbal communication, storytelling, news, drama, role play, anecdotes from personal experience, past, present and future, social interactions between peers, parents, teachers, other adults; opportunities to follow complex instructions; support sustained conversations; opinions; work with parents and carers within boundaries of own role

11-16: eg verbal communication, discussion; check understanding eg summarise, join in social interactions; support eg interest in personal, social news, awareness of social networking sites, rapport, trust, openness, praise, support, work with parents, carers within boundaries of own role

16-19: communication eg active listening eg reflect back, body language, open questions, non-judgemental, empathy, understanding, shared decisions, consult, negotiate, discuss, share opinions, involve parents and carers as appropriate within boundaries of own role
Explain how speech, language and communication skills support development: ways eg communication, listening, literacy, understanding, expression, explanation, discussion, instructions, interaction, empathy, care, expectations, relationships

Describe speech, language and communication difficulties: impact eg limited ability to play with others, limited ability to build relationships, limited social skills, poor or inappropriate behaviour, isolation, low self-esteem, low confidence, poor communication, poor literacy skills; impairments eg visual, hearing, motor; difficulties eg understanding information, expressing themselves, understanding what others are saying, making friends or relating to adults; inability to access the curriculum

2 **Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting**

Adults support development: ways eg naming familiar objects, non-verbal communication, use of resources, picture books, treasure baskets, story sacks, 'telephone', nursery rhymes, music, songs, dance

Explain positive effects for children, young people and their carers: range eg improved communication skills, listening, body language, vocabulary, conversation conventions, social interaction, positive behaviour, self-esteem, self-confidence, positive relationships with peers, parents, carers, families, other adults, ability to follow verbal instructions, emotional development, increased self-confidence, inclusion

Explain varied levels of speech and language development: variations eg personalised targets, outcomes, timeframes, individual, group need, medical, social, educational

3 **Be able to provide support for the speech, language and communication development of the children in the setting**

Providing support: models eg stimulating visual environment, opportunities for play, discussion, first hand experiences, scaffolding children's language, familiarity with words for 'special objects', subject-specific language, adapting own language, appropriate words, use of makaton and sign language, lip reading, ICT, specialist communication aids, events, 'meeting and greeting', interviewing; notices, posters

Day-to-day activities: range eg structured activities, opportunities for self-expression, discussion, interaction with peers, parents, teachers, other adults, opportunities for one to one conversation, adapt own language style to age, stage of development

Own practice: eg encouraging pupils' participation in making decisions and choices, negotiating with pupils according to age and stage of development, supporting pupils' development of thinking skills, listening to pupils and maintaining pupils' interest, monitoring pupils' progress, referral to others; adapting strategies for different learning needs and styles; supporting positive relationships between pupils and other adults in the setting

Effectiveness of speech, language and communication support: tools eg records, record keeping systems, observation, checklists, discussion, assessments, team meetings, staff meetings, parent/carer liaison, multi-agency groups within boundaries of own role; documents eg Common Core of Skills and Knowledge for the Children and Young People's Workforce, Early Years Foundation Stage Curriculum, National Curriculum, Every Child a Reader, Every Child a Writer, Every Child Matters

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

Importance of the environment: eg learning environment, displays, lighting, sound levels, comfort, learning activities, range of resources, visual stimuli, sensory stimuli, audio stimuli , sound, relationships

Key factors: factors eg physical environment, roles and responsibilities, training, development needs, appropriate involvement of others, records, development norms, cultural factors, individual needs, attitudes, behaviours

Settings provide support for speech, language and communication children: factors eg welcome, happy, integration, diversity, tolerance, understanding of the children and young people with whom they mix and learn, teamwork, parental involvement, multi-agency support; age appropriate activities and resources, distractions, lighting, noise, temperature, ventilation, adapting own behaviour and communication for pupils as appropriate, age, ethnicity, needs and abilities, bilingual or multi-lingual settings; conducive learning environment

Essential guidance for tutors

Delivery

Some of the knowledge and understanding for this unit may come from learner research or practical work experience, whilst some will be gained outside of the classroom or from observed practice in a work placement that engages learners in participating in providing support for pupils with speech, language or communication difficulties. Learners will need to spend time in the workplace working with specific children, getting to know them and understanding their needs.

Delivery strategies should involve tutor input and learners will need to be guided towards appropriate materials, including electronic resources, appropriate ICT and DVD material, and would benefit from inputs from outside speakers with specific areas of expertise.

Learning outcome 1 requires learners to explain the speech, language and communication needs of children. Tutors may wish to work with a group of learners and discuss with them their current level of understanding, this could be established through discussion or a variety of communication methods, for example written or illustrations. Guest speakers could be invited to share their area of expertise, for example a special educational needs coordinator, a local authority representative or speech therapist. Learners could pre-prepare relevant questions in readiness for these presentations that enables speakers to address any aspects of learner knowledge that would benefit from improvement. Activities that engage learners in the use of speech, language and communication would support them in understanding the challenges facing children in their own care and develop their ability as effective communicators.

Learner ability to plan for and support the development of communication skills amongst children, to enable them to participate in the full range of interactions, activities and experiences available to them, could be developed through a group activity where learners analyse video/DVD material to consider the effect, for example, speech, language and communication delays have on the ability of pupils to engage with the curriculum. Short video clips, easily available from the internet, can be shown to give examples of difficulties or behaviours not yet encountered by learners. Discussion could then follow about what was observed and some of the ways in which support could be given.

To develop learner ability to support pupils in developing communication skills they could be encouraged to support each other in making presentations to the group or engage in role play. Further discussion of case studies where speech or language development has not followed the normal pattern would also serve as a useful tool to support learning. By looking at examples of ways in which development has not followed the usual norms, and of the behaviours and learning needs exhibited by different pupils, learners will grow to understand that the needs of each are unique.

Learners could share examples of good practice from the workplace at each tutorial session. They could also visit other work environments and discuss the characteristics of the work they observe, respecting confidentiality at all times.

Assessment

Assessment criteria 2.3, 2.4, 3.1, 3.1, 3.3, 3.4, 4.1, 4.2 and 4.3 must be assessed in the workplace.

Suggested assessment activities

Learning outcome 1 requires explanation and understanding. Learners could evidence their knowledge of the legal framework that governs the entitlement of children and young people with disabilities and those with special educational needs in the form of a briefing or presentation to a staff training session for example. Both methods would enhance the experience of learners and develop learner confidence in their ability to present written information or communicate verbally to other audiences. A briefing paper or PowerPoint presentation, for example, must demonstrate that learners understand the regulation, the assessment frameworks and need for early recognition and intervention.

A similar presentation of learner evidence could be used to satisfy learning outcome 2. Learners could create a briefing paper or presentation for delivery to a small group of professionals likely to be involved in working with children in their working environment, or to a new member of staff. This task will provide opportunities for learners to describe the relationship between disability and special educational needs and the nature of the particular disabilities and/or special educational needs of the children and young people they work with and describe how to meet their needs.

Learning outcome 2 could be delivered using a case study of children/young people from their workplace setting that is then developed to address learning outcomes 3 and 4. The case study could be presented as a portfolio of evidence that includes the information they have obtained about the individual needs, capabilities and interests of the pupils they work with, the barriers they identified to their speech, language and communication development and how they removed them. This could be supplemented with expert witness statements that evidence how learners worked within the day-to-day activities of the setting to encourage speech, language and communication development in young children on a one-to-one basis, in groups, with others to support pupil participation and equality of access and with pupils in inclusive situations. The portfolio should include evidence of how learners evaluated the effectiveness of speech, language and communication support delivered and they could evidence this in the form of a diary or log.

Learner ability to contribute to maintaining a positive environment that supports speech, language and communication could be verified through observation by other professionals in the setting or by the work-based assessor. Learners will need to evidence their understanding of the importance of the environment in supporting speech, language and communication development by presenting a briefing, for example, to fellow professionals or parents. A presentation of this nature would also provide a vehicle in which learners review evidence about the key factors that make up a supportive environment. Learning outcome 4 could also be evidenced by a demonstration of how to create an environment that encourages and supports speech, language and communication development for children. This could be observed and assessed by other professionals in the setting or by the work-based assessor.

Essential resources

As this is a work-based programme, all learners will either be directly involved in working as part of a team or have access to situations or schools/organisations where adults work in teams to support teaching and learning activities. All learners need an opportunity to participate in a team activity within the teaching and learning environment.

Indicative resource materials

Textbooks

Extending Inclusion (Council for Disabled Children, 2008) ISBN 9781905818310

Bulman K and Savory L – *BTEC First Children's Care, Learning and Development* (Heinemann, 2006) ISBN 9780435499068

Burnham L – *S/NVQ Level 2 Teaching assistant's Handbook, 2nd Edition* (Heinemann, 2008) ISBN 9780435449308

Meggitt C – *Child Development An Illustrated Guide, 2nd Edition* (Heinemann, 2006) ISBN 9780435420482

Websites

Specific websites are available with related content.

The Communication Cookbook is a resource book of activities to support children's language and communication - downloadable from www.ican.org.uk/Resources

Explaining Speech, Language and Communication Needs (SLCN) – a simple guide for frontline staff defining SLCN and outling the range and impact of SLCN – downloadable from www.thecommunicationtrust.org.uk

Better Communication: An action plan to improve services for children and young people with speech, language and communication needs – downloadable PDF from the DCSF website www.dcsf.gov.uk/slcnaction/

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

www.csie.org.uk/inclusion/what.shtml	Centre for Studies on Inclusive Education
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.thecommunicationtrust.org.uk/	The Communication Trust
www.bis.gov.uk	Department for Business Innovation and Skills
www.education.gov.uk	Department for Education
qualifications.pearson.com	Pearson
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
www.ican.org.uk/	I CAN
www.open.ac.uk	The Open University

www.teachernet.com	Teachernet
www.teachernet.gov.uk/medical	Teachernet - Supporting Pupils with Medical Needs: A Good Practice Guide
www.tda.gov.uk	The Training and Development Agency for Schools

Unit 15: Support Delivery of the 14-19 Curriculum

Unit code:	**F/601/7720**	
Level 3:	**Specialist**	
Credit value:	**3**	
Guided learning hours: 15		

Unit aim

This unit provides the knowledge, understanding and skills to support delivery of the 14 to 19 curriculum. It involves understanding education and training provision for 14 to 19 year olds, providing learning support appropriate to this age range, and working collaboratively to support planning, delivery and review of education and training for 14 to 19 year olds.

Unit introduction

The classroom teacher working with children and young people from 14 to 19 years of age needs to balance a wide range of abilities, interests, motivations and special needs, differentiating work so that it is both challenging and achievable by all class members. This task is made manageable by the valuable work of support staff, who work with individual pupils and with small groups, helping with everything from planning, through presentation and teaching to review and assessment.

This unit looks at the current education provision for 14 to 19 year olds in the compulsory and post-compulsory sectors, including current legislation and progression routes.

The unit looks at the support role, including strategies and resources, and the transfer of learning to other areas.

Finally, learners will consider the roles of services and agencies in the provision of education for this age group and look at the importance of teamwork, planning and review.

This unit combines study of the roles of current education providers, services and agencies with workplace experience where learners must actively demonstrate that they understand and can put into practice what they have learned about how best to support young people in the 14-19 age range.

The unit requires learners to be working in a support role within an educational establishment and to have some prior knowledge of the responsibilities of the role.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand educational policy and practice for the education and training of 14 to 19 year olds	1.1 Summarise current provision for 14 to 19 year olds in the compulsory and post-compulsory education sectors
	1.2 Explain the relationship between the compulsory and post-compulsory education sectors for 14 to 19 education and training
	1.3 Explain progression opportunities and routes for 14 to 19 year olds
2 Be able to support teaching and learning for 14 to 19 year olds	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
3 Be able to work collaboratively to support delivery of the 14 to 19 curriculum	3.1 Explain the roles of different services and agencies in providing education and training for 14 to 19 year olds
	3.2 Explain the importance of effective team working with colleagues within and external to the setting for promoting the achievement and wellbeing of 14 to 19 year old learners
	3.3 Demonstrate ways of contributing to collaborative and cross sector working for planning, delivery and review of education and training for 14 to 19 year olds
	3.4 Use knowledge of the learners and curriculum to provide colleagues within and external to the setting with feedback on the participation and progress of 14 to 19 year old learners with whom they work

Unit content

1. **Understand educational policy and practice for the education and training of 14 to 19 year olds**

   Summary of current provision: current, relevant legislation eg Education Act 2002, Education Act 1996, 14-19 White Paper 2005; current relevant projects and developments in 14-19 education eg Teaching and Learning Research Project, Tomlinson Report 2004, September Guarantee, National Curriculum, application to university

   Relationship between compulsory and post-compulsory education: current age of compulsory education in UK; role of the local education authority; learning environments for compulsory education eg state school, academy, grant maintained school, private school; learning environments for post-compulsory education eg school with sixth form, sixth form college, further education and tertiary colleges, vocational college, special designated college, workplace with skills training, community education centres, adult education centres, training departments of companies or public sector organisations like the Fire Brigade, local government or health service

   Progression opportunities: range of current qualifications eg GCSE, Level 1-3 qualifications, diplomas, functional skills, foundation learning, adult literacy and numeracy qualifications, skills for life, skills for working life, Access courses, work-related training, apprenticeships, sources of careers advice

2. **Be able to support teaching and learning for 14 to 19 year olds**

   Teaching and learning: approaches eg differentiation, suitability of content variety of learning methods, use of games and activities to stimulate pupils, active learning, skills development, relevance of the teaching to pupils, methods of assessment

   Learning support strategies: strategies eg one to one with pupils, interpreting a question or task, acting as scribe, use of questioning to help pupils understand a topic, use of IT, ensure pupil has correct page/book/exercise, study skills, encouragement and praise

   Use of learning resources: creation of resources before lesson eg provision of voicetype or dictation, selection of suitable video clips, DVDs or other audio-visual resources, use of computer technology, provision of books and texts at a suitable level for the pupil, hands on

   Transfer learning to other areas of life: ways eg reminding pupil of occasions when they had learned something applicable to the new situation; application of skills, knowledge or attitude to a new situation eg mathematical skills to shopping or personal finance, English skills to form filling, applications for work or training positions

3 **Be able to work collaboratively to support delivery of the 14 to19 curriculum**

Roles of services and agencies: local education authorities; advice agencies eg Advisory Centre for Education (ACE), Connexions, agencies for pupils with special needs eg Association for all Speech Impaired Children (AFASIC), British Dyslexia Association (BDA), educational psychologists

Teamworking for promoting achievement and wellbeing of pupils: ways eg joint planning of lesson with classroom teacher, preparation of resources appropriate to pupils, creation of work which is challenging yet achievable, understanding of how the progress, rate of development and wellbeing of pupils are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences, recognise and respect the contributions that colleagues, parents and carers can make to the development, wellbeing and attainment of pupils

Contributing to planning, delivery and review: ways eg involvement in selection of syllabus or units appropriate to pupil needs, involvement in selection of tasks appropriate to pupil needs, adaptation of tasks as appropriate, review of teaching methods used and suitability for needs of individual pupils requiring support

Feedback on pupils: aspects eg identification of strengths of pupils, identification of areas requiring improvement, identification of support required by pupils, assessment of baseline achievements, assessment of progress made, assessment of participation within lessons

Essential guidance for tutors

Delivery

Learners will spend considerable time in their own workplace, working with specific young people, getting to know them, assessing their needs and how best they can achieve inclusivity and equality of experience and be helped to achieve their full potential.

Delivery strategies may involve a mixture of tutor input and independent research and learners will need to be guided towards appropriate materials, including electronic resources. Such strategies could be complemented with appropriate video/DVD material and outside speakers. Relevant legislation and social projects are updated and amended on a regular basis (for example the age at which compulsory education ends) and care must be taken to ensure that the most up-to-date examples are given.

Throughout the unit it is vital that the children and young people who are being supported are respected as individuals, bringing with them hopes and opportunities rather than as problems to be solved.

Delivery of the formal learning/guided learning content might include the following.

Learners could undertake a thought shower to ascertain their current level of knowledge.

A research project could be undertaken as individuals, pairs or groups on the key features of relevant current educational policy and practice. Each project could then be presented back to the other learners, who could put questions and answers to the researcher(s).

Guest speakers could be invited to speak to learners about their area of expertise, for example a local authority representative to talk about compulsory and post-compulsory provision; visitors from local secondary, FE, vocational and HE institutions to discuss the different routes open to pupils and the qualifications to which they could aspire. Learners could pre-prepare relevant questions and discuss the topic with the speaker.

Groups could prepare a presentation on approaches to teaching and learning-selecting and researching one approach each. Research could include examples and case studies from learners' places of work. Presentations could involve the use of IT, posters, case studies, video, as appropriate.

Short video clips, easily available from the internet, can be shown to give examples of learning support techniques, and the ways in which progress, rate of development and wellbeing of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

Discussion could then follow about what was observed and some of the ways in which support could be given.

Learners could analyse video/DVD material to consider the effect of, for example, speech, language and communication delays on holistic development and learning.

Learners could create an Individual Learning Plan for a child or young person. This would involve interviewing the child/young person and carer as appropriate, identifying needs, identifying strategies for support and reviewing and evaluating strategies after a period of time.

Learners could then write up a case study of one young person with whom they work, giving examples of the behaviours/learning needs/disabilities exhibited by that child/young person and the techniques used to support them. Learners work with the child/ young person over a period of time, planning, implementing and reviewing the support given and making recommendations for future support.

Learners could share examples of good practice from the workplace at each tutorial session. They could also visit other work environments and compare and contrast examples of the work they observe.

Assessment

Assessment criteria 2.2, 2.3, 2.4, 3.3 and 3.4 must be assessed in the workplace.

Suggested assessment activities

An integrated (or holistic) assessment approach should be used wherever practicable. Support work in schools does not lend itself to a series of fragmented activities. When planning for assessment it is essential that learners, with the support of 'training mentors' or assessors, identify opportunities to integrate a number of activities for assessment on any particular occasion. It is not generally necessary to provide separate pieces of evidence for each performance criteria or element, although assessors and learners will need to check that all performance criteria are covered.

Assessment of this unit should be through a range of activities, building up a portfolio of evidence which should arise naturally from the day-to-day tasks and activities involved in support work in school. Documents or other records produced during the course of work should be used whenever they are available. Professional explanations written by the learner will be required.

For assessment criteria 1.1, 1.2,1.3, 3.1 and 3.2, learners could prepare a report giving an overview of educational provision within the 14-19 sector and progression routes for those pupils.

Assessment criterion 2.1 is crucial one within this unit and requires thorough knowledge and understanding. This could be demonstrated within a document or presented orally, with accompanying evidence such as adapted worksheets, examples of different learning methods and activities and assessment activities.

Assessment criteria 2.2, 2.3, 2.4, 3.3 and 3.4 are assessed within the workplace. This could be through an evidence file containing pieces such as direct observation of the learner's performance by their assessor or expert witness testimony, together with practical examples of work carried out with pupils in the workplace.

Essential resources

Learners will need to have access to a work placement or be employed in work with children and young people to provide the evidence required for this unit.

Indicative resource materials

Textbooks

Burnham L – *Supporting Teaching and Learning in Schools (Secondary)* (Heinemann, 2010) ISBN 9780435032050

Hodgson A and Spours K – *Education and Training 14-19: Curriculum, Qualifications and Organization* (Sage Publications Ltd, 2008) ISBN 9781847871824

Lumby J and Foskett N – *14-19 Education: Policy, Leadership and Learning* (Sage Publications Ltd, 2005) ISBN 9781412901475

Walton A (ed), Goddard G (ed) – *Supporting Every Child: A Course Book for Foundation Degrees in Teaching and Supporting Learning* (Teaching Assistants' Handbooks, 2009)

Publications

Special educational needs in mainstream schools - A guide for the beginner teacher (TDA)

Websites

www.ace-ed.org.uk	Advisory Centre for Education
www.afasic.org.uk	Afasic UK
www.bdadyslexia.org.uk	British Dyslexia Association
www.connexions-direct.com/index.cfm	Connexions direct
www.cypnow.co.uk/BigIssues/Details/63761/14-19-education-reform	Children and Young People Now
www.education.gov.uk/	Department of Education
www.direct.gov.uk/en/EducationAndLearning/14To19/OptionsAt16/index.htm	Directgov
www.tlrp.org/pub/documents/14-19%20Commentary.pdf	Teaching and Learning Research Project
www.tda.gov.uk	The Training and Development Agency for Schools

Unit 16: Support Gifted and Talented Learners

Unit code: R/601/7723

Level 3: Specialist

Credit value: 4

Guided learning hours: 18

Unit aim

This unit provides the knowledge, understanding and skills to support gifted and talented learners. It requires demonstration of competence in supporting planning and delivery of learning programmes and activities to meet the personalised learning needs of learners. It also involves supporting learners to evaluate their learning strategies and achievements and plan future learning, and signposting learners to other opportunities for developing their particular gifts or talents.

Unit introduction

On completing this unit learners will be skilled in supporting gifted and talented pupils. They will be able to support, and challenge, pupils with a range of skills sets that could be academic or performance related in terms of the arts or sport for example.

They will have demonstrated the knowledge and understanding needed to develop pupil learning and enable pupils to be involved and engaged in informing the learning process themselves.

Learners will have a broad knowledge of resources and materials or learning activities to stretch elite performers and be able to signpost pupils to sources of additional support or routes to further success that will enable them to develop their unique skills. Learners will support pupils within the learning environment, either on or outside the setting, to excel.

On completion of this unit learners will understand the needs of gifted and talented pupils, be able to contribute to planning learning programmes for gifted and talented pupils, and be able to support learning activities for gifted and talented pupils.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand the needs of gifted and talented learners	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 and outside of the setting
2 Be able to contribute to planning learning programmes for gifted and talented learners	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 and maintain learners' motivation and interest
	2.4	Select and prepare learning resources relevant to: the learners' needs, interests and abilities and the enriched teaching and learning objectives
3 Be able to support learning activities for gifted and talented learners	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 content

1 **Understand the needs of gifted and talented learners**

Gifts or talents: reasons eg results of in-class/teacher assessment, qualitative information, teacher assessment, nomination; examples of pupils' work eg reference to prior attainment/achievement

Additional learning needs: ways eg teacher observation, assessment checklists, background knowledge, key features of development including physical, intellectual, language, gender, emotional, social, age, stage appropriate

Identify sources of support: within the setting eg club activities, chess, photography, gardening, curriculum subjects, breadth, creative, activity days, master classes, summer schools, specialist teachers, artists, authors, experts in residence, enrichment groups, lesson plans specifically designed for gifted and talented; outside of the setting eg activity days, master classes, day and residential visits, professional bodies, sports clubs, music societies, choral societies, adventure groups, school library services, museums, charities, internet, websites, Advanced Learning Centres, Children's University and University First Age projects, Children's Parliament

2 **Be able to contribute to planning learning programmes for gifted and talented learners**

Learning programmes: types eg curriculum, individual learning plan, short-term, medium- term, long-term planning, planning based on achievements, strengths and weaknesses relating to knowledge, understanding and skills, using SMART principles, preferred learning styles, differentiation, common task that invites different responses and outcomes, tasks that vary in difficulty, graded exercises

Work with others to identify activities: ways eg collaboration, cooperation, planning, setting targets; staff eg head teacher, gifted and talented coordinator/leading teacher, governor, parents; activities for pupils eg extension, using higher stages, problem solving, work with older pupils, additional materials, questioning, giving independence, encouraging reflection, self-analysis, negotiation, monitoring, review, motivate

Select and prepare learning resources: to meet pupil needs eg by knowledge of pupils' learning levels, knowledge of pupil capability, individual learning plans, awareness of learning outcomes, awareness of curriculum content, areas of interest; enrich teaching and learning objectives eg planning based on achievements, strengths and weaknesses relating to knowledge, understanding and skills

3 **Be able to support learning activities for gifted and talented learners**

Participation: strategies eg differentiation, challenge, creating a positive learning environment, managing behaviour, encouraging collaborative learning, prompting shy or reticent pupils to ask questions and check understanding, ensuring learner understand the learning tasks, helping pupils to use resources relevant to the learning activity, modify or adapt activities; providing individual attention

Support pupils: objectives eg review activities, identify areas for improvement, reasons for making judgements, evidence base, contribution to learning process, individual development plan; strategies, achievements and future learning eg assessment; progress, identification of difficulties and challenges, use assessment strategies to improve learning, review own learning, approaches to learning; provide information eg resources, research, local, regional, national, extra-curricular activities, community-based activities, competitions, visits, productions, visiting experts, interest groups

Essential guidance for tutors

Delivery

Some of the knowledge and understanding for this unit may come from learner research or practical work experience, whilst some will be gained in the classroom or from observed practice in a work placement. The unit gives learners an overview of the context in which learning takes place.

Learning outcome 1 needs to be delivered early as this will enable learners to understand the needs of gifted and talented pupils and will enable them to explain the gifts or talents of pupils and their additional learning needs. Learners could be engaged in discussions that encourage them to explain the policies and procedures applied in their own setting to fellow learners. The tutor may then engage learners in exploring the range of sources of support for gifted and talented pupils by asking them to carry out research into the breadth of support available within their setting or work placement and outside in the wider community. Learners could be encouraged to use the internet to support this research or visit community interest groups for example, and then to share their findings to create a 'register' of additional support that they may draw on in the future.

Learning outcomes 2 and 3 could be delivered across a group of learners. By providing them with a range of scenarios that feature pupils who have identified gifts or talents, learners could be tasked with creating lesson plans and individual development programmes that meet the personalised learning needs of gifted and talented pupils. Within groups learners could be tasked with working as a team to develop acceleration, extension and enrichment activities, based on the planned learning objectives, that will enrich and extend the learning process. The development of these activities will give the tutor opportunities to inform how learners can bring breadth and depth to the learning experience and add pace and challenge. Input from existing practitioners with expertise of working with gifted and talented pupils or elite performers will be of benefit. Engaging learners in a self or peer review of the activities will inform their own ability to promote independent learning and support reflection and self-evaluation by pupils. Learners could be asked to create learning resources to enable the planned learning objectives to be met that could be used to support the learning activities. This will give tutors opportunities to encourage learners to consider not only how resources can be developed to stretch pupils but also to maintain their interest and stimulate the desire to learn.

In order to deliver learning outcome 3 the above scenarios could be developed into practice by requiring learners to role play. Groups of learners could work together to deliver the learning activities to each other, collaborating in this way they will practise working in partnership with others to support the learning process. Self and peer review within a group of learners will further develop their ability to support pupils in making judgements about the extent to which the learning activities enabled them to meet the learning objectives set and inform plans for future learning.

Assessment

Assessment criteria 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4 and 3.5 must be assessed in the workplace.

Suggested assessment activities

Learning outcome 1 requires description and explanation and learners could supplement their evidence for learning outcome 1 with descriptions or examples of practical work where possible. Evidence could come, for example, from activities learners have undertaken on their work experience.

Learners could be encouraged to prepare a workshop for fellow professionals that enables them to demonstrate their own understanding and ability to share that understanding with others in order to achieve learning outcome 1   This could be in the form of a script, a briefing paper, or a presentation.

Learners should supplement their evidence for learning outcomes 2 and 3 with descriptions or examples of practical work where possible. Evidence could come, for example, from activities learners have undertaken on their work experience. To satisfy learning outcomes 2 and 3 learners could submit a portfolio of evidence that catalogues, in the form of a case study, their work with a gifted and talented pupil or pupils. The case study could be presented in the form of a timeline or storyboard that illustrates how they analysed the additional learning needs of a gifted and talented pupil or pupils, identified appropriate sources of support and applied their knowledge and understanding to contribute positively to planning learning programmes for the pupil or pupils. A portfolio of evidence could also include a learner diary or record that illustrates how they worked with others. Witness statements will form an essential part of the evidence for these assessment criteria. Witness statements that verify learner ability to support learning activities and use a range of strategies to secure the active participation of gifted and talented pupils will also be helpful. Materials created by learners, briefs for pupils to inform their learning, outcomes of pupil research and grids or questionnaires to support pupil reflection could all form part of the evidence base.

Learners could also supplement their portfolio with a resource pack for gifted and talented pupils containing information about additional opportunities, activities, clubs, societies, for example, where they can develop their particular gifts or talents.

Essential resources

As this is a work-based programme, all learners will either be directly involved in working as part of a team or have access to situations or schools/organisations where adults work in teams to support teaching and learning activities. All learners will need an opportunity to participate in a team activity within the teaching and learning environment.

Indicative resource materials

Textbooks

Bulman K and Savory L – *BTEC First Children's Care, Learning and Development* (Heinemann, 2006) ISBN 9780435499068

Burnham L – *S/NVQ Level 2 Teaching assistant's Handbook, 2nd Edition* (Heinemann, 2008) ISBN 9780435449308

Dryden L – *Essential Early Years* (Hodder Arnold, 2005) ISBN 0340888776

Interactive Tutor Resource for Teaching Assistants S/NVQ Levels 2/3 (Heinemann, 2008) ISBN 9780435117252

Lang R – *The Art of Positive Communication* (Nasen/David Fulton, 2005) ISBN 9781843123675

Minett P – *Child Care and Development* (Hodder Arnold, 2005) ISBN 9780340889152

Ward S, Walker J, Snaith M and Bulman K – *BTEC First Children's Care, Learning and Development Assessment and Delivery Resource* (Heinemann, 2006) ISBN 9780435402242

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

www.bis.gov.uk	Department for Business Innovation and Skills
www.brookes.ac.uk/schoolseducation/ rescon/cpdgifted	Oxford Brookes University
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.creativegeneration.org	Creative Generation
qualifications.pearson.com	Pearson
www.education.gov.uk	Department for Education
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
www.londongt.org	London Gifted and Talented
www.nagc.gov.uk	The National Association for Gifted Children
www.nagty.ac.uk	The National Academy for Gifted and Talented Youth
www.qca.org.uk/10012.html	National Curriculum gifted and talented
www.open.ac.uk	The Open University
www.talentladder.org	Talent Ladder
www.tda.gov.uk	The Training and Development Agency for Schools
www.teachernet.com	Teachernet

Unit 17:   Support Literacy Development

Unit code:	M/601/7714
Level 3:	Specialist
Credit value:	3
Guided learning hours: 18	

Unit aim

This unit provides the knowledge, understanding and skills to support literacy development. This includes understanding national and organisational frameworks for literacy development and using skills and techniques to support learners in developing reading, writing, speaking/talking and listening skills.

Unit introduction

The unit focuses on supporting pupils, individually and in groups, to improve their standards of literacy and, as a consequence, increase their access to the curriculum within the classroom. The unit aims to raise learner awareness of the importance of competent literacy skills for all pupils. Learners will explore current national initiatives for developing pupils' literacy. Learners will then investigate a range of different approaches for supporting pupils' literacy development and identify appropriate strategies and use them to develop the reading and writing needs of pupils.

Learners will use a range of strategies to support the development of speaking and listening skills that will enable them to introduce attentive listening and taking turns to contribute to conversations into their practice. By developing their ability to respond appropriately to pupils' contributions and participate in discussions learners will develop their confidence to cultivate these skills in others.

At the end of this unit learners will understand the policies relevant to the development of literacy at both a national and school level and have an understanding of how they are age related and have developed over time. Learners will be able to use and apply a number of strategies to develop pupils' reading and writing skills. Learners will develop or create a range of opportunities where pupils can practise their speaking/talking and listening skills.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand current national and organisational policies and practices for literacy development	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
2 Be able to support learners in developing reading and writing skills	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
3 Be able to support learners in developing speaking/talking and listening skills	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 content

1 **Understand current national and organisational policies and practices for literacy development**

Learning provision: aims eg age-related expectations, sequences and stages of speaking and listening, reading and writing, fine motor development for writing, age-appropriate genre, culture, language and literacy in the home, sensory impairment; specific learning difficulty eg dyslexia, dyspraxia, learning disability

Policy and age-related expectations: policies eg National Literacy Strategy, Primary National Strategy and Primary Framework for Literacy, the Framework for Secondary English; policies and practices applicable to the learner's home country eg Synthetic Phonics, Every Child a Reader, Reading Recovery; awareness of predominant strategies at time of pupils' early years

Teacher's programme and plans: policies eg support for literacy, curriculum plans, boundaries of the support role(s), practices for assessment of pupil achievement and progress in literacy

2 **Be able to support learners in developing reading and writing skills**

Supporting learners: strategies eg developing literacy skills through appropriate resources for age and abilities, contextual, phonic, cues and conventions, organisation and structure of text, awareness of writing process, composition, characteristics of different forms/genres

Support strategies: eg adapting support strategies as appropriate to individual pupil needs and/or learning styles, recognising problems or obstacles that might occur, quality of learning resources or learning activities, adapting inadequate learning resources

3 **Be able to support learners in developing speaking/talking and listening skills**

Supporting pupils to develop skills: strategies eg reading, role play, drama, music, dance, story telling, poetry/rhyme; appropriate resources for age and abilities, specialist communication aids, delivering instructions

Create opportunities: opportunities eg planning for listening activities, language development, conversation structure, discussion work, group work, resources, policies

Conversations and discussion: techniques eg praise and constructive feedback, accurately communicating language and literacy concepts, enabling and encouraging pupil self-expression

Learners responses: ways eg interactions, promote discussion, promote group work, positive communication skills, participation, developing confidence in language

Respond to pupils' use of home language: awareness of pupil's first language/dialect eg language structure, pupil's ability in first language, role of support for pupil's development in use of the target language; other relevant factors eg aspects of culture and multiculturalism, ethnicity, religion, upbringing, home and family circumstances, fostering self-esteem

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Essential guidance for tutors

Delivery

It is essential that learners have an accurate grasp of the language and literacy concepts needed to support pupils. A useful way of establishing learners' levels of competence in using literacy skills could be to introduce the unit through a series of activities which learners complete collaboratively. The activities could address a range of literacy concepts and skills, and be similar to those that might be used in their work with pupils. The issues encountered across the class could lead to a discussion on listening, speaking, reading and writing skills. Discussion of learner experiences of their use of language, and of their own schooling, could raise awareness of how strategies and approaches change over time and of the range of factors that can influence the development of literacy skills and confidence in using them.

Learners should be aware of relevant strategies and policies applicable to teaching and learning in their home country, for example (in England) Every Child Matters and its goals for improving literacy standards and age-related strategies for example the Early Years, Foundation Stage, The Foundation Phase and Secondary National Strategy for School Improvement. Learners would also benefit from exploring approaches used to supporting the development of pupils' literacy in a multicultural setting where bilingual and/or multilingual pupils are being supported.

Understanding how pupils develop language skills will require some input from the tutor. Building a resource inventory through learners sharing information on the resources they have encountered in their own work experience could be a useful means of extending learner awareness of the different resources available for developing literacy concepts, as appropriate for different age ranges and abilities. This could be supplemented by researching resources available for supporting literacy development, for example via the internet. This would be useful particularly for those learners who do not have permanent access to a setting or who have limited access to a setting.

Short presentations to their peers about literacy activities that were carried out successfully with pupils in school could be a good way for learners to develop their speaking skills, extend the range of resources they can use themselves and explain literacy concepts to others. The information about roles and practices in the assessment of pupil achievement in literacy could be included in this. Feedback from the tutor may enable misconceptions and inaccuracies to be addressed. Role play and reading and writing exercises can help raise learners' confidence in, and awareness of, their own skills so they can use these to good effect when working with pupils.

Assessment

As part of this unit learners will need to engage in some form of professional discussion or performance review with a class teacher or line manager in the workplace. The learner will need to think about their practice and set targets for personal development.

Assessment criteria 2.1, 2.2, 3.1, 3.2, 3.3, 3.4 and 3.5 must be assessed in the workplace.

Suggested assessment activities

To satisfy learning outcome 1 learners should describe national policies or practices for supporting literacy development in pupils. They should also describe the organisational policies or practices used in an educational setting to support pupils' literacy development. It is important that the learner demonstrates an understanding of the different age-related approaches and this could be demonstrated through a verbal briefing to or discussion with other learners.

Learning outcomes 2 and 3 can be linked and relate to the methods of supporting literacy development in pupils. Learning outcome 2 requires learners to demonstrate supporting reading and writing specifically, and learning outcome 3, speaking and listening, the methods used in one educational setting to support pupils in developing their skills in each of these areas could be presented in a portfolio of evidence. To reinforce the strategies learners should be using to develop pupil literacy skills assessment activities they could present their portfolio using a variety of presentational forms, such as a diary, a story, a report (verbal or written) or a presentation.

The portfolio should show how the learner has used a wide variety of targeted prompts, shared reading and writing activities, phonics, writing frames and possibly alternative specific support programmes to create opportunities for independent reading and writing. They will also need to demonstrate how they gave pupils opportunities to engage in conversation and discussion using prompts and questioning techniques. All learners, therefore, will need an opportunity to have their competence assessed in the workplace setting.

Essential resources

As this is a work-based programme, all learners will either be directly involved in pupil support or have access to situations or schools/organisations running teaching and learning activities. All learners will need an opportunity to observe others supporting the development of literacy in different teaching and learning environments.

It is essential that learners have access to an appropriately qualified person to deliver the unit.

Indicative resource materials

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
qualifications.pearson.com	Pearson
www.education.gov.uk	Department for Education
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
www.teachernet.gov.uk	Teachernet
www.tda.gov.uk	The Training and Development Agency for Schools

Unit 18: Support Numeracy Development

Unit code: A/601/7716

Level 3: Specialist

Credit value: 3

Guided learning hours: 18

Unit aim

This unit provides the knowledge, understanding and skills to support numeracy development. This includes understanding national and organisational frameworks for mathematics and using skills and techniques to support learners in developing numeracy skills and using and applying mathematics.

Unit introduction

The unit focuses on supporting pupils, individually and in groups, to improve their standards of numeracy and enable pupils to use and apply aspects of mathematics to solve problems.

The unit aims to develop learner understanding of how numeracy skills develop and how to positively influence the development of mathematical concepts and skills. Learners will also explore current national initiatives for developing pupils' numeracy. Learners will investigate a range of different approaches for supporting pupils' numeracy development before they go on to support the needs of pupils.

Learners will gain an understanding of how to help pupils participate in class and to work on individual activities for numeracy development. This involves identifying and applying appropriate learning activities. Learners should gain experience of working with individual or small groups of pupils. Learners will need to be clear as to their role and should be able feed back to the teacher on the success of learning activities and progress of individual pupils.

Learners will understand the policies relevant to the development of literacy at both a national and school level and have an understanding of how they are age related and have developed over time, for example engaging in dialogue with pupils using the appropriate subject-specific language and a range of symbols or mathematical diagrams. Learners will be able to prompt and question pupils and provide guidance on the use of the correct or appropriate mathematical techniques and resources to solve problems.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand current national and organisational frameworks for mathematics	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
2 Be able to support learners in developing numeracy skills	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
3 Be able to support learners in using and applying mathematics	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 content

1 **Understand current national and organisational frameworks for mathematics**

Learning provision for numeracy: as appropriate for age, stage and abilities eg numbers, counting, patterns, calculations, shape, space, patterns, estimating, mental arithmetic, quantities

National curriculum framework: National Numeracy Strategy eg Primary Framework for Literacy and Mathematics, the Framework for Secondary Mathematics; policies and practices applicable to the learner's home country

Organisational framework: policies and practices eg support for numeracy, curriculum plans, practices for the assessment of pupil achievement and progress in numeracy

Teacher's programme: guidance for numeracy; vocabulary eg mathematical, curriculum or subject specific, numeracy

2 **Be able to support learners in developing numeracy skills**

Supporting pupils to develop numeracy skills: strategies eg numeracy development in children and young people, age-related expectations, learning through various means

Select and use: range eg support strategies as appropriate to individual pupil needs and/or learning styles, recognising problems or obstacles that might occur, quality of learning resources or learning activities, adapting inadequate learning resources, support eg from dyscalculia advisers

3 **Be able to support learners in using and applying mathematics**

Strategies to use and apply: presenting numerical information in accordance with numeracy conventions eg presentation of numerical statements, graphs and charts

Meeting learning targets of pupils: strategies eg knowing appropriate methods and roles in assessment of numeracy, resources as appropriate for age and abilities, time for working through mathematical problems

Lines of enquiry and solutions: encouragement eg praise and constructive feedback; experimentation; communicating mathematical concepts accurately; alternative methods for resolving the same problem

Essential guidance for tutors

Delivery

It is essential that learners have an accurate grasp of the mathematical concepts needed to support pupils. A useful way of establishing learners' level of competence in using numeracy skills could be to introduce the unit through a series of activities which learners complete collaboratively. The activities could address a range of numeracy concepts and problems, and be similar to those that might be used in their work with pupils. Problem-solving strategies adopted by the class could form the basis of a discussion on different techniques and skills. Learners who may have specific needs could be supported in the first instance through individual tutorials and by specialist additional support if necessary. Discussion of learner experiences of being taught mathematics themselves could raise awareness of how strategies and approaches change over time and of the range of factors that can influence attitudes to and perceptions of abilities and confidence in using numeracy skills.

Understanding how mathematical concepts are learned will require some input from the tutor. Building a resources catalogue, through learners sharing information on the resources they have encountered in their work experience, could be a useful means of extending learner awareness of the different resources available for different mathematical concepts, Key Stages and abilities. Short presentations to their peers about numeracy activities that were carried out successfully with pupils in school could be a good way for learners to develop their abilitiy in communicating numeracy concepts, supported by feedback from the tutor. Role play of giving instructions, for example on how to draw a chart, could be useful to consolidate learner understanding before they work with pupils in a setting. Information about roles and practices in the assessment of pupil achievement in numeracy could be included in this. This could be supplemented by the opportunity to research resources available for supporting numeracy development, for example via the internet, which would be particularly useful for those learners who do not have permanent access to a setting or who have limited access to a setting.

Learners should be aware of relevant strategies and policies applicable to teaching and learning in their home country, for example (in England) Every Child Matters and its goals for improving numeracy standards. Policies at a national and school level may be age related so learners will need to develop an awareness of these. Learners would also benefit from exploring approaches to supporting the development of pupils' numeracy in a multicultural setting where bilingual and/or multilingual pupils are being supported.

Assessment

As part of this unit learners will need to engage in some form of professional discussion or performance review with a class teacher or line manager in the workplace. The learner will need to think about their practice and set targets for personal development.

Assessment criteria 2.1, 2.2, 3.1, 3.2 and 3.3 must be assessed in the workplace.

Suggested assessment activities

To satisfy learning outcome 1 learners should describe current national policies or practices for supporting numeracy development in pupils. They should also describe the organisational policies or practices used in an educational setting. These policies and practices will be those used in the setting in which learners work or where they have experienced supporting numeracy development as part of a work placement.

Learners will need to explain the importance of organisational and national policies in a report to fellow learners that could be in the form of a short presentation. This would develop their confidence in talking about numeracy and also facilitate the sharing of knowledge about approaches to numeracy across a number of organisational settings.

Learning outcomes 2 and 3 could be assessed together in a single task where a learner has access to an appropriate setting and can work with pupils who have specific numeracy needs. Learners could develop a portfolio to illustrate how they have developed the numeracy skills of a group of pupils and introduced activities to enable the pupils to use and apply the skills learned.

Within the portfolio learners should demonstrate how they adapted the materials to meet the needs of individuals and enabled the group to meet the learning outcomes. All learners, therefore, will need to be provided with an opportunity to have their competence assessed in the workplace setting.

Essential resources

As this is a work-based programme, all learners will either be directly involved in pupil support or have access to situations or schools/organisations running teaching and learning activities. All learners will need an opportunity to observe others supporting numeracy in different teaching and learning environments.

It is strongly recommended that this unit is taught by a tutor with an appropriate qualification for supporting numeracy.

Indicative resource materials

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
qualifications.pearson.com	Pearson
www.education.gov.uk	Department for Education
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
www.tda.gov.uk	The Training and Development Agency for Schools
www.teachernet.gov.uk	Teachernet

Unit 19: Support Teaching and Learning in a Curriculum Area

Unit code: J/601/7718

Level 3: Specialist

Credit value: 3

Guided learning hours: 12

Unit aim

This unit provides the knowledge, understanding and skills to support teaching and learning in a curriculum area. This includes developing and using subject knowledge and skills to support teaching and learning.

Unit introduction

Support staff working within a curriculum area provide invaluable assistance to the class teacher, helping to balance the needs of a wide range of abilities, interests, motivations and special needs, and differentiating work so that it is both challenging and achievable by all class members.

In this unit, learners will gain an overview of the curriculum area in which they work, the expectations of pupils within that curriculum area and the roles of teacher and support staff in helping class members achieve their full potential. Learners will use their own subject knowledge to help with the planning and delivery of learning activities and to support pupils within the classroom to develop their knowledge, understanding and skills.

Learners are then asked to evaluate their own subject knowledge and skills, using feedback, to identify areas for improvement and to demonstrate this improvement within the workplace.

Finally, learners will reflect on the effectiveness of support for teaching and learning within their curriculum area, becoming involved in sharing knowledge and expertise and helping to improve support standards.

This unit combines the study of a specific curriculum area, and the knowledge and skills required to support children and young people in that area, with workplace experience in which learners must actively demonstrate that they understand and can put into practice what they have learned. The unit requires learners to be working in a support role within an educational establishment and to have some prior knowledge of the responsibilities of the role.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to use subject knowledge to support teaching and learning in a curriculum area	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 and help learners address errors or misconceptions in understanding the principles and concepts of the subject area
2 Be able to develop own subject knowledge	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
3 Be able to contribute to developing teaching and learning in a curriculum area	3.1 Monitor advances in knowledge and practice relevant to the curriculum area to a sufficient level to keep abreast of developments
	3.2 Use evidence of own and others' work to reflect on the effectiveness of support for teaching and learning in the curriculum area
	3.3 Make suggestions for improving support for teaching and learning in the curriculum area
	3.4 Share subject knowledge and expertise with colleagues to improve teaching and learning in the curriculum area

Unit content

1 **Be able to use subject knowledge to support teaching and learning in a curriculum area**

Learning provision in a curriculum area: provision eg syllabus content, to include both knowledge and skills taught, resources, delivery of syllabus, assessment of progress, extra-curricular activities within the curriculum area eg trips, visits, visiting speakers; expected levels of attainment

Teacher's and own role: involvement eg of both in selection of syllabus or units appropriate to pupil needs, in planning learning activities, selection of tasks appropriate to pupil needs, adaptation of tasks as appropriate, review of teaching methods used and suitability for needs of individual pupils requiring support, preparation of resources, delivery of learning activities, evaluation of learning activities, identification of individuals or small groups requiring extra support, preparation of differentiated materials, special arrangements for assessment of pupils with special needs eg scribing, working away from main class

2 **Be able to develop own subject knowledge**

Subject knowledge and skills: review eg comparison of own subject knowledge with content of syllabus to be taught, comparison of own level of skills with those to be taught, self-assessment of gaps in knowledge or skills assessment by teachers, other training needs required to upgrade support for teaching and learning

Improve subject knowledge and skills: identification of ways to improve own subject knowledge and skills eg further study of textbooks and other classroom materials, pre-watching of videos, DVDs, audio-visual or other presentations used as basis for classroom study, use interactive whiteboard techniques, observation of other practitioners, discussion eg with professionals, staff training officer, demonstration eg of incorporation of new subject knowledge into own practice

3 **Be able to contribute to developing teaching and learning in a curriculum area**

Monitoring: curriculum advances eg read relevant journals, quality newspapers, websites, discuss with specialist teacher; attend relevant meetings eg planning, topical debate, discussions on practice, local subject specialism forum

Effectiveness of support: tools eg reflective practitioner, on performance of others within the curriculum area and outside, reflect on the progress made by pupils being supported, assess strengths and weaknesses of the support for teaching and learning in the curriculum area; actions eg put forward suggestions for improving the support, share subject knowledge and expertise with colleagues

Essential guidance for tutors

Delivery

Learners will spend considerable time in their own workplace working with specific young people, getting to know them, assessing their needs and how best they can achieve inclusively and equality of experience and be helped to achieve their full potential.

Delivery strategies may involve a mixture of tutor input and independent research and learners will need to be guided towards appropriate materials, including electronic resources. Such strategies could be complemented with appropriate video/DVD material and outside speakers. Learners are to relate personal workplace experiences to the theoretical background.

Throughout the unit it is vital that the children and young people who are being supported are respected as individuals, bringing with them hopes and opportunities, rather than as problems to be solved.

Delivery of the formal learning/guided learning content might include the following.

An introduction to the unit, its aims and objectives.

Groups could prepare a presentation on approaches to teaching and learning-selecting and researching one approach each. Research could include examples and case studies from the learners' places of work. Presentations could involve the use of IT, posters, case studies and video, as appropriate.

Short video clips, easily available from the internet, can be shown to give examples of learning support techniques and ways in which progress, rate of development and wellbeing of pupils are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences. Discussion could then follow about what was observed and some of the ways in which support could be given.

Guest speakers could be invited to speak to learners about their area of expertise, for example an outside expert in the relevant curriculum area to give up-to-date information, an educational psychologist to speak about motivational techniques or the needs of a specific group of learners with special needs. Learners could pre-prepare relevant questions and discuss the topic with the speaker.

A research project could be undertaken by individuals, pairs or groups on the key features of relevant, current educational policy and practice. Each project could then be presented back to the other learners, who could put questions and answers to the researcher(s).

Learners could analyse video/DVD material to consider the effect of, for example, speech, language and communication delays on holistic development and learning.

Learners could share examples of good practice from the workplace at each tutorial session. They could also visit other work environments and compare and contrast examples of the work they observe.

Assessment

Assessment criteria 1.4, 2.4, 3.3   and 3.4   must be assessed in the workplace.

Suggested assessment activities

Assessment of this unit should be through a range of activities, building up a portfolio of evidence which should arise naturally from the day-to-day tasks and activities involved in support work in school. Documents or other records produced during the course of work should be used whenever they are available. Professional explanations written by the learner will be required.

Evidence for assessment may take a variety of forms including the following individual assignment or investigation, individual or group reflective reports, individual or group reflective summaries, individual professional discussion, evidence from a workplace project or activity, direct observation of the learner's performance by their assessor, assignment, project/case studies and expert witness testimony.

For assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2 and 2.3   learners could create a portfolio containing a summary of the learning provision within their curriculum area, their analysis of the performance expectations of the pupils they work with and their views of the staff-support relationship. The portfolio could include learner self-evaluation of the strengths and areas for improvement in their subject knowledge and performance, supported by evidence from teachers and others.

Assessment criteria 1.4, 2.4, 3.3   and 3.4   are assessed within the workplace. This could be through an evidence file containing pieces such as direct observation of learner performance by their assessor or expert witness testimony, together with practical examples of work carried out with pupils in the workplace. This could include a reflective journal in which the learner considers the progress they have made in terms of their knowledge and skills during the course.

Essential resources

Learners will need access to a work placement or be employed in work with children and young people to provide evidence required for assessment of this unit.

Indicative resource materials

Textbooks

Burnham L (Ed) – *S/NVQ Level 3 Teaching Assistant's Handbook: Primary Schools (NVQ/SVQ Teaching Assistants: Supporting teaching and learning in schools)* (Heinemann, 2007) ISBN 9780435449384

Burnham, L – *Supporting Teaching and Learning in Schools (Primary)* (Heinemann, 2010) ISBN 9780435032043

Burnham L – *Supporting Teaching and Learning in Schools (Secondary)* (Heinemann, 2010) ISBN 9780435032050

Constable D – *The Teaching Assistant's Pocketbook* (Teachers' Pocketbooks, 2005) ISBN 9781903776674

Hodgson A and Spours K – *Education and Training 14-19: Curriculum, Qualifications and Organization* (Sage Publications Ltd, 2008)
ISBN 9781847871824

Lumby J and Foskett N – *14-19 Education: Policy, Leadership and Learning* (Sage Publications Ltd, 2005) ISBN 9781412901475

Walton A (ed), Goddard G (Ed) – *Supporting Every Child: A Course Book for Foundation Degrees in Teaching and Supporting Learning*
(Teaching Assistants' Handbooks)

Journals

Teach Primary

Times Educational Supplement (TES)

Websites

www.classroom-assistant.net	Classroom Assistants
www.infomat.net	The Education and Entertainment Network
www.tda.gov.uk	The Training and Development Agency for Schools

Unit 20: Provide Bilingual Support For Teaching And Learning

Unit code: D/601/7725

Level 3: Specialist

Credit value: 6

Guided learning hours: 32

Unit aim

This unit provides the knowledge and skills needed to provide bilingual support for pupils and their families whose first or dominant language is different to that used to deliver the curriculum. It is suitable for those who provide support for English as an additional language (EAL), or Welsh or Gaeilge as a second language.

The unit requires demonstration of competence in using both the first and target language to support assessment and learning of bilingual pupils as well as supporting home-school communication.

Unit introduction

This unit focuses on the role of bilingual teaching assistants in providing specialist support for bilingual pupils and their families.

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

Contributing to the initial assessment of newly arrived bilingual pupils is a key aspect of this unit. Initial assessments provide the basis for the teacher's planning and target setting for individual pupils. Learners will also learn how they can support colleagues in meeting the pupil's individual needs.

The unit covers the specialist support that bilingual teaching assistants can provide for bilingual pupils. This involves using the pupil's preferred language to settle them into the school and classroom routines and using a range of bilingual support strategies to promote language development and learning.

Learners will be able to support home-school communication with families of bilingual pupils. This involves providing accessible information to families as well as encouraging them to share information about their child with the school. Building rapport and developing trusting relationships with families of bilingual pupils are key aspects of this unit.

Learners will explore how they can contribute to reviewing and improving communication with families of bilingual pupils. This will involve consulting families and colleagues about the effectiveness of communication methods, identifying communication difficulties and working with others to address these difficulties.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Be able to contribute to assessment of bilingual learners	1.1	Carry out an initial assessment of bilingual learners, under the direction of a teacher, using learners' preferred language
	1.2	Work with relevant people to assess the experience, capabilities and learning style of bilingual learners in relation to the planned learning programme
	1.3	Explain why a specialist assessment may be required and the setting's procedures for arranging this
	1.4	Provide feedback to learners and relevant people on the outcome of the assessment and the implications for meeting the learning, language development and wellbeing needs of the learner
	1.5	Provide information and support to relevant people to help them in meeting the learning, language development and wellbeing needs of the learner
2 Be able to provide bilingual support for learners	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

Learning outcomes	Assessment criteria
3 Be able to support communication with families of bilingual learners	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 and promotes trust
	3.2 Provide accessible information to families as agreed by the setting
	3.3 Encourage families to share information about their child to support the setting in providing for his/her wellbeing and education
	3.4 Accurately record any information provided by families and the communication methods used, and pass this information to the relevant person/people in the setting without delay
4 Be able to contribute to reviews of communication with families of bilingual learners	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 content

1 **Be able to contribute to assessment of bilingual learners**

Initial assessment: purpose eg assessment of first language and ethnic background, assessment of fluency in the target language, assessment of previous educational experience and achievements, pupil's wider needs eg their home situation

Relevant people: as appropriate to the school policy and procedures eg family members, teachers responsible for the pupil, ethnic minority achievement coordinator, bilingual language support teacher, bilingual teaching assistants, EAL specialist teacher, language coordinator, English/Welsh/Gaeilge language teacher, local authority advisory and/or peripatetic staff

Specialist assessment: definition; purpose; when and why required; how it differs from an initial assessment; types of specialist assessment eg proficiency in the first language, special educational needs, health assessment, care assessment

Providing feedback: to eg pupil, parents, teachers, support staff, external advisers/support staff; implications for learning and support eg for language development, learning across curriculum, pastoral support

Providing information and support to colleagues: information eg bilingual pupils' skills, progress and achievements, language development needs, curriculum learning needs, wider support needs, opportunities to draw on pupils' prior experience and first language, highlighting teaching and learning strategies that will address pupils' needs

2 **Be able to provide bilingual support for learners**

Introducing bilingual pupils: activities eg showing them where to sit, introductions, (find child who speaks the same first language but is more advanced in the target language, or supportive target language speakers), highlighting teacher's routines for starting lessons, marking transition points and drawing things to a close, showing pupils where learning resources are kept and the routines for accessing and returning them, supporting through routines for the start and end of the day, breaks and lunchtimes, ensuring they know other routines such as for games and PE, school assemblies, homework

Learning activities: range eg individual pupils, groups of pupils, bilingual pupils working in whole-class activities

Personalised learning: definition; difference eg between personalised learning and individualised learning; tailoring teaching and learning to individual need

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 pupils' first languages with peers and bilingual staff, developing bilingual learning resources, monitoring pupils' understanding in ways that do not involve the use of the target language only, promoting thinking and talking in first languages to support understanding

Role models for the use of language: models eg setting a good example, encouraging pupils to emulate own use of language, using praise and reinforcement, avoiding idiomatic language, giving feedback in a constructive way so that the pupil can use their errors as a learning tool

Using a pupil's first language: promoting the message that being bilingual is a positive asset eg explaining information or instructions, draw on prior knowledge and experience, to support understanding

Developing a pupil's first language: building on previous learning eg supporting the learning of a second/additional language, promoting identity and self-esteem

3 **Be able to support communication with families of bilingual pupils**

Families: structures eg parents, guardians and carers, siblings, extended and chosen families

Interact with families: ways eg face to face, on a one-to-one basis, in a group context, telephone, written communications; being respectful eg by actively listening and avoiding assumption, valuing diversity, respect for the first/home language, cultural expectations, social differences, prejudice, pre-conceptions, stereotyping, building rapport and developing relationships; empathy eg responding to emotional state; involving families in decisions that affect them and their children

Providing information: according to the policy and procedures of the setting eg sharing information in writing, by telephone, electronically and in person, information about the school, pupils, events and activities, general and specific information, using first language, dual language materials

Encouraging families to share information: building trust eg clarifying issues and procedures that surround confidentiality and information sharing, explaining the importance and benefits of sharing information, ensuring family members understand their rights in consenting to information being shared or otherwise, making it clear how the information will be used

Recording and sharing information: organisational policy and procedures for information sharing eg confidentiality, sharing information in writing, by telephone, electronically or in person, what to record, how long to keep it and how to dispose of records, when to feed back or follow up, keeping records of decisions to share or not to share information and the reasons for this, respecting, where possible, the wishes of those who do not consent to share confidential information, when and why to share information without consent

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

Consult: range eg families of bilingual pupils, teachers, senior management, informal consultation, formal review of communications with families, consult about content, presentation, timing and communication methods

Contribute to reviews of communication methods: using knowledge and experience eg own, gained from consultations, needs of families of bilingual pupils in the setting

Communication differences: differences eg language, sensory impairment, speech, language or communication impairment, cognitive abilities, emotional state, cultural differences

Resolving communication difficulties: obtaining further information about communication needs and expectations from families of bilingual pupils; modifying communications to meet individual needs; use eg interpreters and translators, communication aids eg pictures, induction hearing loop, signer; using intermediaries who are familiar with both cultures

Essential guidance for tutors

Delivery

This unit enables learners to develop the knowledge, understanding and skills needed to provide bilingual support for bilingual pupils and their families. Learners will need to demonstrate competence in providing bilingual support in a school setting.

Learners must be able to provide bilingual support in the pupil's first/dominant language as well the language used to deliver the curriculum.

It is a requirement that learners taking this unit also take *Unit 21: Support Bilingual Learners* which provides underpinning knowledge and skills to support bilingual pupils. It is advisable, therefore, that this unit is delivered alongside or after Unit 20.

This unit is closely linked to *Unit 9: Support Learning Activities, Unit 5: Promote Equality, Diversity and Inclusion in Work With Children and Young People* and *Unit 7: Support Assessment for Learning* – all of which are mandatory units in the Pearson Level 3 BTEC Diploma in Specialist Support for Teaching and Learning in Schools. It also has close links to *Unit 17: Support Literacy Development* in the Level 3 Diploma. Providers should identify and use links across these units to develop and reinforce previous learning and experience.

Visiting specialist speakers would enhance learner experience, particularly for those learners with limited access to bilingual pupils. Use of DVD/video material could also be used to extend learners awareness of the diversity of bilingual pupils, for example newly arrived bilingual pupils, those who are new to the language used to deliver the curriculum, more advanced bilingual pupils, bilingual pupils with additional needs for example mobile pupils, asylum seekers.

For learning outcome, 1 learners will benefit from access to bilingual teachers and/or teaching assistants with experience and expertise in carrying out initial assessments of bilingual pupils. Learners could be given opportunities to learn from experienced practitioners through presentations, question and answer sessions, discussion and the opportunity to observe assessments (subject to the agreement of the pupil/family). Using experienced practitioners as mentors would help learners develop competence in carrying out initial assessment of bilingual pupils and providing information and support to colleagues in the workplace.

Tutor and/or specialist input could be used to present information about specialist assessments ie what they are, why and when they are required and who would carry them out.

Tutor input and guided learning could be used for leaning outcome 2. With support from the tutor and colleagues in the workplace, learners could develop a case study of a particular bilingual pupil including initial assessment outcomes and the implications for supporting progression and achievement. The case study should include an induction programme for the pupil and a plan for supporting the pupil's language development and curriculum learning needs. Opportunities and rationale for using bilingual support strategies should be included. Learners could share their case study with their peers to extend awareness of different needs and contexts for supporting bilingual pupils.

For learning outcome 3, learners should be given the opportunity to explore the issues involved in developing rapport and supportive relationships with families of bilingual pupils including those relating to culture, background, language and promoting trust. Tutor input and guided learning could be used to explore ways of providing information to families of bilingual pupils. Learners could be given a range of topics and asked to develop appropriate ways of communicating the relevant information. Using the examples learners develop, the group could work together to develop a reflective account of effective communication with families of bilingual pupils.

Learners will need to explore the potential sensitivities and confidentiality issues around encouraging families to share information about their child. Role playing different scenarios would enable them to rehearse skills and would also assist in developing empathy with the needs of families of bilingual pupils. As a group, learners could discuss and agree what information should be recorded from each of the role-play situations, who the information should be passed to and how the information should be shared with relevant others.

For learning outcome 4, learners could find out how their school monitors and evaluates communication with families of bilingual pupils and identify any problems that have arisen and how the school dealt with these. Based on the results of their research learners could work in small groups to develop a good practice guide for schools wanting to evaluate their communication with families of bilingual pupils.

For all aspects of this unit, learners will need to demonstrate competence in the workplace. Therefore it is essential that learners are given time for workplace application and progress towards competence before assessment. Structured workplace activities could be used to support progress towards competence. It is important to involve the school in planning structured activities to ensure they are appropriate to pupils' needs and circumstances, as well as to the school context.

Assessment

Assessment criteria 1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3 and 4.4 must be assessed in the workplace.

Assessment of knowledge-based assessment criterion 1.3   may take place in or outside of the working environment.

Suggested assessment activities

Assessment will be through tasks, projects and other activities completed individually to meet the assessment criteria. Assessment of workplace practice is a requirement for all the assessment criteria other than 1.3. This may involve observation of learners working with bilingual pupils and families, witness testimony, professional discussion and evidence from workplace activities, for example lesson plans, communications with families. However, assessment in the workplace must include direct observation as the main source of evidence. Witness testimony should be used for confidential situations where direct observation of practice would be inappropriate.

Depending on the situation either direct observation or witness testimony could be used to provide evidence of contributing to the initial assessment of a bilingual pupil. This would be supported by work products including anonymous results of the pupil's initial assessment and learning and support plans to address the pupil's needs. Professional discussion could be used for the learner to explain their decision to refer the pupil for a specialist assessment, or not, and the procedures they would follow if they thought a specialist assessment was required. Witness testimony and guidance documents developed by the learner could be used as evidence of providing information and support to colleagues to help them in meeting the needs of bilingual pupils.

Learning outcome 2 could be assessed by direct observation of learners supporting bilingual pupils. Evidence is required of the appropriate use of both the target language and the pupil's first/dominant language. Assessors may need to use an interpreter (for example a bilingual teacher or teaching assistant) to assess the learner's appropriate use of the pupil's first/dominant language. Witness testimony could be used to provide evidence of working with colleagues to plan activities to promote personalised learning for bilingual pupils.

Learning outcome 3 could be assessed by direct observation of learners interacting with families of bilingual pupils, for example in the playground at the beginning/end of the school day, at parents' meetings or school events. This could be supported by work products, for example newsletters, letters, notes to parents in the pupil's homework book, and witness testimony from parents and teachers.

Evidence of consulting families, teachers, etc about the effectiveness of communication with families of bilingual pupils could be obtained from observing consultation events (for example staff meeting, informal/formal meeting with parents) and/or witness testimony. Observation, written reports and/or witness testimony could generate evidence of learners contributing to reviews of communication methods. Learners could develop a reflective account of communication difficulties identified from the consultation and review and ways of addressing these. Observation and/or witness testimony could be used for the assessment of resolving communication difficulties.

Essential resources

As this is a competence-based unit, learners must be directly involved in providing bilingual support in a school. This must include bilingual support for teaching and learning as well as supporting communication with the families of bilingual pupils.

It is essential that learners have access to an appropriately qualified person to deliver this unit.

Indicative resource materials

Textbooks

Baker C – *Foundations of bilingual education and bilingualism* (Multilingual Matters, 2006) ISBN 9781853595233

Burnham, L – *Supporting Teaching and Learning in Schools* (Primary) (Heinemann, 2010) ISBN 9780435032043

Burnham L – *Supporting Teaching and Learning in Schools* (Secondary) (Heinemann, 2010) ISBN 9780435032050

Edwards V – *Learning to be Literate, Multilingual Perspectives* (Multilingual Matters, 2009) ISBN 9781847690609

Gibbons P – *Learning to Learn in a Second Language* (Greenwood Press, 1993) ISBN 9780435087852

Gibbons P – *Scaffolding Language, Scaffolding Learning: Teaching second language learners in the mainstream classroom* (Heinemann, 2002) ISBN 9780325003665

Haslam L, Wilkin Y and Kellet E – *English as an Additional Language: Meeting the Challenge in the Classroom* (David Fulton Publishers, 2006) ISBN 9781843121862

McWilliams N – *What's in a Word: Vocabulary development in multilingual classrooms* (Trentham, 1998) ISBN 9781858560885

Publications

Aiming High. Raising Attainment for Minority Ethnic Pupils DfES (2003)

Aiming High: Meeting the needs of newly arrived learners of English as an additional language DCSF (2005) DCSF ref: 1381-2005
http://nationalstrategies.standards.dcsf.gov.uk/node/88556

A language in common: Assessing English as an additional language QCA (2000) QCA/00/584 www.qcda.gov.uk/resources/6200.aspx

Ensuring the attainment of more advanced learners of English as an additional language (EAL) DCSF (2009) DCSF ref: 00045-2009
http://nationalstrategies.standards.dcsf.gov.uk/node/187758

Excellence and Enjoyment: Learning and teaching for bilingual children in the primary years DCSF (2006) DCSF ref: 0013-2006PCK-EN
http://nationalstrategies.standards.dcsf.gov.uk/node/85322

Personalised learning – a practical guide DCSF (2008) ISBN 9781847752727, available online at www.teachernet.gov.uk/publications, search using ref: DCSF-00844-2008

Journals

ELT Journal – a quarterly publication for all those involved in the field of teaching English as a second or foreign language

International Journal of Bilingual Education and Bilingualism (Routledge)

Websites

Various websites are available with information, advice and resources for supporting bilingual pupils. An indicative range of general websites is given below.

www.deni.gov.uk	Department of Education (Northern Ireland)
www.ecml.at	European Centre for Modern Languages
www.education.gov.uk	Department for Education
www.education-support.org.uk/teachers/ids/	The Northern Ireland Inclusion and Diversity Service

www.emaonline.org.uk/ema/	Ethnic Minority Attainment
http://www.ltscotland.org.uk/articles/e/genericcontent_tcm4528764.asp	Learning and Teaching Scotland
www.mantralingua.com	Mantra Lingua
www.naldic.org.uk	National Association for Language Development in the Curriculum
www.nationalstrategies.standards.dcsf.gov.uk/node/85126	National Strategies
www.nationalstrategies.standards.dcsf.gov.uk/inclusion/ethnicitysocialclassandgenderachievement/englishasanadditionallanguage	National Strategies
www.ngfl-cymru.org.uk/vtc-home.htm	Teaching resources for Welsh as a second language across all stage of education.
www.qcda.gov.uk	Qualifications and Curriculum Development Agency
www.sateal.org.uk/index.html	The Scottish Association for Teaching English as an Additional Language
www.scotland.gov.uk/Topics/Education	Scottish Executive Education Department
www.wales.gov.uk/topics/educationandskills	Welsh Assembly Government

Unit 21:   Support Bilingual Learners

Unit code: Y/601/7724

Level 3:   Specialist

Credit value: 4

Guided learning hours: 23

Unit aim

This unit provides the knowledge, understanding and skills needed for supporting bilingual pupils. It is suitable for those who provide support for English as an additional language (EAL), or Welsh or Gaeilge as a second language.

The unit requires demonstration of competence in supporting bilingual pupils in language development and learning in the appropriate additional or second language.

Unit introduction

This unit focuses on the role of learning support staff who support bilingual pupils. Bilingual pupils are those who have been exposed to two or more languages. The term encompasses those who are newly arrived and are new to the language used to deliver the curriculum, and more advanced bilingual pupils who can communicate confidently in the language used to deliver the curriculum but need further support with language use in academic contexts.

Building rapport and developing trusting relationships are key to promoting pupils' self-esteem and confidence. Learners will explore how to interact with bilingual pupils to build rapport and trust, taking account of cultural and language differences. Valuing diversity, respecting differences and reinforcing positive self-images of bilingual pupils are key aspects of this unit.

The unit explores the internal and external influences affecting approaches to supporting bilingual pupils, including organisational policies and procedures and theories of language acquisition. Learners will examine the impact of these on working practices.

Learners will also consider the significance of finding out as much as possible about the background, interests and previous experience of bilingual pupils to inform expectations of their stage of language development and to make appropriate links within the curriculum.

Learners will explore ways of supporting bilingual pupils to develop skills in the target language ie the additional or second language needed by bilingual pupils to access the curriculum. Learners will also support bilingual pupils to access the curriculum – either within a subject area or across the curriculum according to their role. This involves developing appropriate resources; supporting teaching, learning and assessment; encouraging pupils to become increasingly independent in their learning; and providing feedback to the teacher about pupils' participation and progress.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to interact with bilingual learners	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 and 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
2 Be able to support bilingual learners to develop skills in the target language	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
3 Be able to support bilingual learners to access the curriculum	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 and subject knowledge, understanding and skills

Unit content

1 **Be able to interact with bilingual learners**

Interact with bilingual learners: situations eg on a one-on-one, group; being respectful eg by actively listening and avoiding assumptions, valuing diversity eg first/home language, cultural expectations, social differences, prejudice, preconceptions, stereotyping, building rapport and developing relationships using the appropriate form of communication; importance of relationships eg building self-esteem, learning reinforcing positive self-images for bilingual pupils; communication skills - listening, questioning, understanding and responding to what is being communicated; manner of speaking; body language; cultural differences in interpretation of non-verbal communications; empathy eg responding to emotional state; involving pupils in decisions that affect them

Language and vocabulary: appropriate to the pupil's age, stage of development, language and communication needs, and personal circumstances; being aware that a bilingual pupil may not have understood what is being communicated

2 **Be able to support bilingual learners to develop skills in the target language**

Policy and procedures: policy and procedures within a specific organisation for supporting bilingual pupils eg for inclusion, equality of opportunity, valuing diversity, multiculturalism and anti-racism; roles and responsibilities eg senior staff, teachers, support staff, parents

Theories of first language acquisition and additional language acquisition: theories eg Skinner, Piaget, Chomsky, Vygotsky, Krashen's Theory of Second Language Acquisition, Communicative Language Teaching, cognitive approach to second language acquisition, immersion

Support development of the target language: using theories eg approaches to teaching and learning, language development, use of first language; identifying links within the curriculum to the culture and language of newly arrived pupils; promoting engagement in learning eg by drawing on the pupil's interests or cultural background

Introducing new words and language structures: techniques eg explaining and reinforcing key vocabulary and language structures, modelling or demonstrating the use of key vocabulary and language structures, providing opportunities for pupils to repeat and produce the language in context eg through well-planned pair or group work, encouraging the use of bilingual and/or picture dictionaries, encouraging pupils to develop their own personal word lists, providing visual support, scaffolding oracy eg using frameworks for talking and active listening tasks, integrating speaking, listening, reading and writing in the target language

3 **Be able to support bilingual learners to access the curriculum**

Learning resources: range eg culturally relevant handouts, bilingual and/or picture dictionaries, artefacts, pictures, graphic organisers, dual-language materials

Teaching, learning and assessment: methods eg allowing time for bilingual pupils to adjust and become familiar with the structure and pace of lessons, ensuring learning objectives are explained clearly through visual supports, providing key visuals and displays that illustrate the process of tasks and the steps to take, using peer support to promote thinking and talking in first languages to support understanding, observing pupils to monitor learning and achievement, listening to how pupils describe their work and their reasoning, asking questions to check understanding, giving feedback in a constructive way so that the pupil can use his/her errors as a learning tool, allowing the pupil time to summarise and reflect on what he/she has learned using open-ended questions

Maintaining confidence and self-esteem: provide eg opportunities to rehearse the required language and content before the lesson, praise and constructive feedback, encouragement for self-expression, value for pupil's first/dominant language

Encouraging independence: helping pupils to develop learning strategies eg providing information, advice and opportunities for the pupil to choose and make decisions about his/her own learning

Comment on pupils' participation and progress: feedback eg effectiveness of learning activities in meeting the learning and language development needs of bilingual pupils, examples of pupil progress and achievement, including language samples and evidence of subject knowledge, understanding and skills, identifying successes, difficulties and challenges in supporting pupil participation and progress, factors that hindered pupil participation and progress, feedback to the teacher – verbal, written

Essential guidance for tutors

Delivery

This unit enables learners to develop the knowledge, understanding and skills needed to support bilingual pupils and demonstrate competence in applying these in the classroom. At this level learners will be supporting bilingual pupils under the direction of a teacher but will have some responsibility for initiating, adapting and completing tasks and procedures within limited parameters. Learners will also develop awareness of different perspectives and approaches to supporting bilingual pupils.

Learners who have previously achieved the Level 2, *Unit 12 Contribute to Supporting Bilingual Learners* unit will have covered some of the content of this unit. Providers should build on rather than duplicate previous learning.

This unit is closely linked to *Unit 9: Support Learning Activities*, *Unit 5: Promote Equality, Diversity and Inclusion in Work With Children and Young People* and *Unit 7: Support Assessment for Learning* – all of which are mandatory units in the Pearson Level 3 BTEC Diploma in Specialist Support for Teaching and Learning in Schools. It also has close links to *Unit 17: Support Literacy Development* in the Level 3 Diploma. Providers should identify and use links across these units to develop and reinforce previous learning and experience.

Visiting specialist speakers would enhance learner experience, particularly for those with limited access to bilingual pupils. Use of DVD/video material could also be used to extend learner awareness of the diversity of bilingual pupils for example newly arrived bilingual pupils, those who are new to the language used to deliver the curriculum, more advanced bilingual pupils, bilingual pupils with additional needs for example mobile pupils, asylum seekers.

Learners should be given an opportunity to explore the issues involved in developing rapport and supportive relationships with bilingual pupils including related to culture, background, language and promoting positive self-images. Observation of experienced teachers and/or teaching assistants working with bilingual pupils (in the workplace and/or on DVD/video) could be used to illustrate the skills needed. Role play could be used to practise skills and would also assist in developing empathy with the needs of bilingual pupils.

Learners should be given the opportunity to compare a range of school policies and procedures for supporting bilingual pupils and consider how these may impact on working practices in the schools. Tutors could provide examples of policies and procedures from local schools or learners could be asked to bring in copies from their own schools.

Tutor input could be used to introduce learners to the main theories of first and second language acquisition. Guided research, including structured observation exercises, could be used to match theories to practice in the classroom.

For supporting bilingual pupils to develop skills in the target language learners could be asked to research and develop plans for supporting a bilingual pupil in their school. The plan should include details of support strategies they would use; how these address the pupil's needs; how they would use knowledge of the pupil's interests and background to promote their engagement in the learning process; and the strategies they would use to extend the pupil's vocabulary and structural command of the target language. Constructive feedback from the tutor could be used to address any misconceptions and/or gaps in the learner's knowledge and understanding.

In supporting bilingual pupils to access the curriculum, learners will need to explore the sorts of learning resources that could be used to assist bilingual pupils to develop subject knowledge and skills. Learners could be asked to research and develop resources for different subjects, ages and abilities of bilingual pupils and to share these with their peers.

Tutor input and structured observation of practice could be used to identify the skills and techniques needed to support bilingual pupils to access the curriculum. This should include ways of maintaining bilingual pupils' confidence and self-esteem and encouraging them to become independent learners.

Learners will also need to explore ways of observing, reviewing and reporting on pupil participation and progress. Structured observation tasks could be used to support skills development. Learners could also investigate observation, assessment and reporting processes used in their schools and share findings within the group.

For all aspects of this unit, learners will need to demonstrate competence in the workplace. Therefore it is essential that learners are given time for workplace application and progress towards competence before assessment. Structured workplace activities could be used to support progress towards competence. It is important to involve the teacher in planning structured activities to ensure they are appropriate to the pupil's needs and circumstances, as well as to the school context.

Assessment

Assessment criteria 1.1, 1.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4 and 3.5 must be assessed in the workplace. Assessment of knowledge-based assessment criteria 2.1 and 2.2 may take place in or outside of the working environment.

Suggested assessment activities

Assessment will be through tasks, projects and other activities completed individually to meet the assessment criteria. Assessment of workplace practice is a requirement for all the assessment criteria for this unit except 2.1 and 2.2. This may involve observation of learners working with bilingual pupils, witness testimony, professional discussion and evidence from workplace activities, for example lesson plans, examples of pupils' work and feedback reports for the teacher. However, assessment in the workplace must include direct observation as the main source of evidence.

As the basis for observation of practice in the workplace learners could develop a case study of a particular bilingual pupil they support. The case study could also be used to assess the knowledge-based assessment criteria 2.1 and 2.2. The case study should include a pupil profile with details of the pupil's age, gender, background (social, cultural and educational), dominant/first language, language development needs and interests, hobbies and previous experiences.

For data protection and confidentiality reasons the pupil's name and personal details should not be included in the profile.

The case study should include a learning support plan for the pupil. Learners should justify their learning support plans in relation to:

- the pupil's needs and previous experiences
- the school's policy and procedures for supporting bilingual pupils
- theories of first and second language acquisition.

There are ample opportunities for workplace assessment of learning outcome 1 alongside learning outcome 2 and/or 3 Using a holistic approach to assessment is more effective and makes better sense to the learner.

Observation of learners working with bilingual pupils could generate evidence of:

- interactions with bilingual pupils (learning outcome 1)
- supporting target language development (learning outcome 2)
- supporting bilingual pupils to access the curriculum (learning outcome 3).

Observation of performance in the workplace could be supported by assessment of work products such as lesson plans, learning resources, examples of pupils' work including language sample analyses and feedback reports to the teacher.

Witness testimony, for example from the teacher, or professional discussion with the learner could also be used to support observation of performance but should not be the sole assessment method used for any of the Learning outcomes.

Learners should be assessed working with at least two different bilingual pupils and in different contexts, for example one to one, group work and whole-class activities.

Essential resources

As this is a competence-based unit, learners must be directly involved in supporting bilingual pupils in a school.

It is essential that learners have access to an appropriately qualified person to deliver this unit.

Indicative resource materials

Textbooks

Alfrey C – (Editor) *Understanding Children's Learning* (David Fulton Publishers, 2003) ISBN 9781843120698

Baker C – *Foundations of bilingual education and bilingualism* (Multilingual Matters, 2006) ISBN 9781853595233

Burnham, L – *Supporting Teaching and Learning in Schools (Primary)* (Heinemann, 2010) ISBN 9780435032043

Burnham L – *Supporting Teaching and Learning in Schools (Secondary)* (Heinemann, 2010) ISBN 9780435032050

Edwards V – *Learning to be Literate, Multilingual Perspectives* (Multilingual Matters, 2009) ISBN 9781847690609

Gibbons P – *Learning to Learn in a Second Language* (Greenwood Press,1993) ISBN 9780435087852

Gibbons P – *Scaffolding Language, Scaffolding Learning: Teaching second language learners in the mainstream classroom* (Heinemann, 2002) ISBN 9780325003665

Haslam L, Wilkin Y and Kellet E – *English as an Additional Language: Meeting the Challenge in the Classroom* (David Fulton Publishers, 2006) ISBN 9781843121862

Krashen S D – *Principles and Practice in Second Language Acquisition* (Prentice-Hall International, 1987) ISBN 9780080286280 (internet edition available at www.sdkrashen.com/Principles_and_Practice/index.html)

Krashen S D – *Second Language Acquisition and Second Language Learning* (Prentice-Hall International, 1988) ISBN 9780080253381 (internet edition available at www.sdkrashen.com/SL_Acquisition_and_Learning/index.html)

McWilliams N – *What's in a Word: Vocabulary development in multilingual classrooms* (Trentham, 1998) ISBN 9781858560885

Moline S – *I see what you mean: Children at work with visual information* (Teachers Pub. Group Inc. 1995) ISBN 9781571100313

Watkinson A – *The Essential Guide for Experienced Teaching Assistants* (David Fulton Publishers 2003) ISBN 9781843120094

Publications

Altenaichinger A – *Theories of Second Language Acquisition* (2003) www.ecml.at/documents/relresearch/projectseminarDN.pdf

Aiming High: Meeting the needs of newly arrived learners of English as an additional language DCSF (2005) DCSF ref: 1381-2005 http://nationalstrategies.standards.dcsf.gov.uk/node/88556

Ensuring the attainment of more advanced learners of English as an additional language (EAL) DCSF (2009) DCSF ref: 00045-2009 http://nationalstrategies.standards.dcsf.gov.uk/node/187758

Excellence and Enjoyment: Learning and teaching for bilingual children in the primary years DCSF (2006) DCSF ref: 0013-2006PCK-EN http://nationalstrategies.standards.dcsf.gov.uk/node/85322

Journals

ELT Journal – a quarterly publication for all those involved in the field of teaching English as a second or foreign language

Flynn N – *Good practice for pupils learning English as an additional language: Lessons from effective literacy teachers in inner-city primary schools*, Journal of Early Childhood Literacy, Vol. 7, No. 2, 177-198 (2007)

Websites

Various websites are available with information, advice and resources for supporting bilingual pupils. An indicative range of general websites is given below.

www.deni.gov.uk	Department of Education (Northern Ireland)
www.ecml.at	European Centre for Modern Languages
www.education.gov.uk	Department for Education
www.education-support.org.uk/teachers/ids/	Education Support of Northern Ireland

www.emaonline.org.uk/ema/	Ethnic Minority Attainment
www.ltscotland.org.uk/articles/e/genericcontent_tcm4528764.asp	Learning and Teaching Scotland
www.naldic.org.uk	National Association for Language
www.nationalstrategies.standards.dcsf.gov.uk/inclusion/ethnicitysocialclassandgenderachievement/englishasanadditionallanguag	National Strategies
www.ngfl-cymru.org.uk/vtc-home.htm	Teaching resources for Welsh as a second language across all stage of education.
www.sateal.org.uk/index.html	The Scottish Association for Teaching English as an Additional Language
www.scotland.gov.uk/Topics/Education	Scottish Executive Education Department
www.wales.gov.uk/topics/educationandskill	Welsh Assembly Government

Unit 22: Support Children and Young Behaviour, Emotional and Social Development Needs

Unit code: Y/601/7707

Level 3   **Specialist**

Credit value: 4

Guided learning hours: 25

Unit aim

This unit provides the understanding, knowledge and skills to support children and young people with behaviour, emotional and social development needs. This involves understanding the influences impacting on behaviour, emotional and social development of children and young people and supporting them to develop emotional and social skills, self-reliance and self-esteem. Working with others, including children, young people and other adults, to support behaviour management is also covered by this unit.

Unit introduction

Those supporting teaching and learning in schools working closely with children and young people are in a unique position to meet the needs of children and young people who demonstrate features of emotional and behavioural difficulties by developing a supportive, sympathetic relationship, providing consistency and helping them to make appropriate choices about their behaviour. This has a considerable impact on the development of the confidence and self-esteem of these children and young people and supports inclusion through the development of social skills. This requires an understanding of the underlying factors that impact on behaviour and the setting's approaches to positive behaviour as well as behaviour management strategies.

In this unit, learners will investigate the influences on the behavioural, emotional and social development of children and young people.

Learners explore the special educational needs of children and young people.

Learners will demonstrate their ability to support the behaviour management of children and young people with behavioural, emotional and social development needs.

They will show they can support children and young people with behavioural, emotional and social development needs to enable them to develop relationships with others, self-reliance and self-esteem.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the influences impacting on the behaviour, emotional and social development of children and young people.	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
2 Understand the special educational needs of children and young people with behaviour, emotional and social development needs	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

Learning outcomes	Assessment criteria	
3 Be able to support the behaviour management of children and young people with behaviour, emotional and social development needs	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

Learning outcomes	Assessment criteria
4 Be able to support children and young people with behaviour, emotional and social development needs to develop relationships with others	4.1 Provide opportunities for children and young people with behaviour, emotional and social development needs to establish social contacts and relationships with others
	4.2 Demonstrate ways of encouraging cooperation between children and young people in ways which are commensurate to their age and stage of development
	4.3 Interact with children, young people and other adults in ways which provide a positive and consistent example of effective interpersonal relationships
	4.4 Demonstrate ways of responding to conflict situations and incidents of inappropriate behaviour with due consideration for own safety and that of others
	4.5 Demonstrate strategies for helping rebuild damaged emotional relationships between: children and young people and 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
5 Be able to support children and young people with behaviour, emotional and social development needs to develop self-reliance and self-esteem	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 and 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 content

1 **Understand the influences impacting on the behaviour, emotional and social development of children and young people**

Upbringing, home circumstances, and physical and emotional health: aspects eg poor attachment, lack of trust, needs unmet, low self-esteem, lack of confidence, withdrawn, isolated, anxious, immature social skills, lack of empathy

Impact of home experiences: negative/traumatic home experiences eg parental conflict, neglect, erratic discipline, family breakdown, bereavement, parental mental health problems, father in prison, abuse; effects eg 'acting in' behaviour, 'acting out' behaviour, depression, anxiety, guilt, helplessness, hopelessness, poor concentration, restlessness, irritability, self-harm, disruption, easily frustrated, aggression, bullying, school refusal

Impact of psychological and psychiatric disorders: impact eg children with attention deficit hyperactivity disorder (ADHD) often rejected and disliked by peers as they disrupt play, interrupt, damage possessions, have difficulty in waiting for their turn, children and young people who are anxious/depressed have difficulty in interpersonal relationships, withdrawn, children and young people with Tourettes Syndrome may be threatened and excluded from usual social activities, find it difficult to form relationships, may be ridiculed, rejected, bullied

Medication: impact eg stimulant medication for ADHD (Ritalin, Dexedrine) can increase attention, reduce hyperactivity, children are calmer, more focused and less impulsive, epilepsy medication can cause drowsiness, affect concentration, asthma medication may cause concentration deficits and inattentiveness, impaired short-term memory, poor time management mood changes, antihistamines can cause drowsiness

2 **Understand the special educational needs of children and young people with behaviour, emotional and social development needs**

Behaviour, emotional and social development needs: individual needs of children eg those experiencing emotional and behavioural difficulties, whole setting culture of valuing each child; whole setting restorative approach; whole setting policies for behaviour expectations, high expectations of achievement; initiatives for vulnerable children eg proactive work with parents, motivating teaching and learning experiences, differentiated learning, Individual Education Plan (IEP), correlation with other learning difficulties eg speech, language and communication, additional provision, praise and reward, provide short, achievable targets, minimise distractions, support with transitions

Plans: types eg differentiated curriculum plan, Individual Education Plan (IEP) eg involve the pupil, record strategies employed to enable the child to progress, short-term targets set for or by the child, the teaching strategies and provision to be used and put in place, when the plan is to be reviewed, success and/or exit criteria, outcomes

3 **Be able to support the behaviour management of children and young people with behaviour, emotional and social development needs**

Set behaviour goals and boundaries: work with others eg family members, teachers, other adults in the setting, professionals external to the setting eg educational psychologist; set goals and boundaries eg achievable, motivating, provide opportunities for frequent feedback, clear sanctions, merit system; communicate goals and boundaries with colleagues and parents

Goals and boundaries: support eg consistent approach helps learners feel secure, setting goals is motivating, achieving goals is empowering, improves self-esteem and confidence, sense of achievement

Apply goals and boundaries: remind child/young person of goals, arrangement of environment eg seating, away from distractions, area for chill-out, help with understanding emotions, active listening

Work collaboratively with others for management of disaffection and challenging behaviour in learners: ways eg value all, follow setting policies for behaviour expectations, sanctions, bullying, high expectations of achievement, active promotion of emotional and social learning, communicate and share achievements with other learners, family members, teachers, other adults in the setting, professionals external to the setting

Contribute to the provision of safe and supportive opportunities: use eg Social and Emotional Aspects of Learning (SEAL), curriculum resource for Primary and Secondary schools, Social and Emotional Aspects of Development (SEAD) for EYFS practitioners, conflict resolution, restorative justice

Strategies: strategies eg high expectations, achievable targets, praise positive behaviour, consistent approach, well-differentiated tasks, small tasks with frequent feedback, varied approach to meet learning styles, grouping to minimise disruptions, sensitive, discrete, non-stigmatising support, use of merit marks consistent with policy of setting

4 **Be able to support children and young people with behaviour, emotional and social development needs to develop relationships with others**

Provide opportunities: utilise interests of children and young people; activities outside the classroom eg playtime, lunchtime

Encouraging cooperation: set eg achievable group tasks, provide choices, provide sufficient resources, praise cooperation, encourage development of skills for peer relationships, support conflict resolution

Interactions with learners: role model active listening eg genuine interest; calm consistent approach, focus on positives

Responding to conflict situations and incidents: follow policy and procedures eg maintain professional relationship, repeat directions calmly, intervene early, use time out, use agreed behaviour management strategies, use agreed sanctions, send for additional help if needed

Strategies for helping rebuild damaged emotional relationships: strategies eg apply principles of restorative justice, encourage ownership of problem, facilitate dialogue, opportunity for mediation, opportunities in small groups to develop positive supportive relationships with a range of adults

Supporting pupils to review their social and emotional skills: techniques eg provide opportunity for pupils to be listened to, encourage reflection of actions and impact on others, opportunity to learn from mistakes in supportive environment, help to understand emotions and appropriate responses

5 **Be able to support children and young people with behaviour, emotional and social development needs to develop self-reliance and self-esteem**

Encouraging and supporting pupils with behaviour, emotional and social development needs: techniques eg listen to children and young people, value opinions, discuss emotions and consider impact on others, enable decision making to develop sense of control

Support pupils to refocus on personal goals, boundaries and responsibilities following flashpoints: techniques eg non-judgemental response, time to calm down, discuss emotions, discuss strategies to deal with emotions

Opportunities for pupils to develop self-management skills: develop eg personal skills that will help children and young people to organise themselves and manage their behaviour, exercising choice, decision making, problem solving, self-expression, general life skills

Recognising and rewarding achievements and efforts: strategies eg 'congratulations' and 'good news' postcards home, personalised letters to parents, certificates which recognise positive contributions to the school community, celebration assemblies involving parents, special privileges, prizes, gold stars for younger children

Essential guidance for tutors

Delivery

This unit should be delivered with a combination of tutor input and active learning experiences. DVDs and case studies give learners opportunities to link theory to practice. Role play enables learners to develop and practise their skills in supporting children and young people with behaviour, emotional and social development needs. Discussions, peer observations and peer assessment support assessment for learning and contribute to an understanding of the skills required for effective practice.

This unit is closely linked to *Unit 4: Promote Children and Young People's Positive Behaviour*. Tutors should identify and use links with this unit to develop and reinforce previous learning and experience, particularly relation to the behaviourist theory which underpins the practice of encouraging and rewarding positive behaviour.

The effects of upbringing, home circumstances and physical and emotional health on children and young people's ability to relate to others could be explored through case studies. Learners should consider the impact of poor attachment and the effect of unmet needs in relation to Maslow's hierarchy of needs. Learners could research the impact of negative and traumatic home experiences on behaviour and present their findings to the group to promote understanding of behaviour and emotional responsiveness. DVDs/videos could be used to explore how psychological and psychiatric disorders affecting children and young people may impact on how they relate to others.

How a whole setting culture which values each child/young person, has high expectations of achievement and behaviour, actively promotes emotional and social learning, works proactively with parents, provides a supportive environment for children and young people with behaviour, emotional and social development needs, could be explored through tutor led discussion. How Social and Emotional Aspects of learning (SEAL) and Social and Emotional Aspects of Development (SEAD) can be used to promote emotional intelligence could be explored. Learners should be encouraged to share their experience of working in schools through employment, as a parent-helper or work experience.

Learners could research the principles of restorative justice and followed by a tutor-led discussion on how the principles could be applied in different settings with children and young people.

A SENCO could be invited as a guest speaker to discuss the process in the setting for early identification of difficulties and SEN provision for identified behaviour, emotional and social development needs. Learners could prepare questions to ask the speaker about their role. Learners could be shown examples of Early Years School/ Action, Early Years/ School Action Plus, statutory assessments and Individual Education Plans (IEP) to consider a range of provision for children and young people with different behaviour, emotional and social development needs in a range of settings. Stressing the importance of confidentiality when using real documents is essential.

Assessment

Assessment criteria 3.1, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3 and 5.4 must be assessed in the workplace.

Suggested assessment activities

Assessment will be through tasks, projects and other activities completed individually to meet the assessment criteria.

The assessment for learning outcomes 1 and 2 could be provided by a guidance document produced by the learner which they could use for reference in their work with children and young people with behaviour, emotional and social development needs. The document will need to include:

- an explanation of how aspects of upbringing, home circumstances and physical and emotional health of children and young people could affect their ability to relate to others

- an explanation of the impact of any negative or traumatic home experiences of children and young people on their behaviour and emotional responsiveness

- an explanation of how psychological and psychiatric disorders affecting children and young people may impact on the way in which they relate to others

- an explanation of how medication taken by children and young people may impact on their cognitive and physical abilities, behaviour and emotional responsiveness

- an explanation of the particular behaviour, emotional and social development needs of children and young people in the setting

- a summary of the individual plans of children and young people with behaviour, emotional and social development needs with whom they work

- an explanation of how goals and boundaries support children and young people to develop and consolidate social and emotional skills.

Learners will be assessed directly on workplace performance for assessment criteria 3.1, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3 and 5.4. Evidence from the workplace may be provided by witness observations and professional discussions. This will enable learners to demonstrate their understanding of how to support children and young people with behaviour, emotional and social development needs by providing evidence of the skills developed in their work with children and young people. To meet the criteria for assessment, learners must include workplace evidence of:

- working 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

- providing support for children, young people and others to understand and apply goals and boundaries

- working collaboratively with others to implement a positive, collegiate approach to the management of disaffection and challenging behaviour in children and young people

- using 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

- demonstrating strategies for promoting positive behaviour and managing inappropriate behaviour of children and young people with behaviour, emotional and social development needs

- providing opportunities for children and young people with behaviour, emotional and social development needs to establish social contacts and relationships with others

- encouraging cooperation between children and young people in ways which are commensurate to their age and stage of development

- interacting with children, young people and other adults in ways which provide a positive and consistent example of effective interpersonal relationships

- responding to conflict situations and incidents of inappropriate behaviour with due consideration for own safety and that of others

- demonstrating strategies for helping rebuild damaged emotional relationships between children and young people and children or young people and adults

- supporting children and young people to review their social and emotional skills and the impact of these on others and themselves

- encouraging and supporting children and young people with behaviour, emotional and social development needs to communicate their feelings, needs and ideas and make their own decisions and accept responsibility for their actions

- supporting children and young people to refocus on personal goals, boundaries and responsibilities following flashpoints where they have lost their self-control

- providing opportunities for children and young people to develop self-management skills

- demonstrating 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.

Essential resources

Learners will need access to a work placement or be employed in work with children and young people to provide evidence required for assessment of this unit.

Indicative resource materials

Textbooks

Blake S, Bird J & Gerlach S – *Promoting Emotional and Social Development in Schools: A Practical Guide* (Sage Publications, 2007) ISBN 9781412907316

Burnham, L – *Supporting Teaching and Learning in Schools (Primary)* (Heinemann, 2010) ISBN 9780435032043

Burnham L – *Supporting Teaching and Learning in Schools (Secondary)* (Heinemann, 2010) ISBN 9780435032050

Fox G – *Supporting Children with Behaviour Difficulties: A Guide for Assistants in Schools* (David Fulton, 2005) ISBN 9781853467646

Hopkins B – *Just Schools A Whole School Approach to Restorative Justice* (Jessica Kingsley,2003) ISBN 9781843101321

Hull Learning Services – *Supporting Children with Behaviour Difficulties (Supporting Children)* (David Fulton, 2004) ISBN 9781843122289

Kamen T – *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3, 2nd Edition* (Hodder Education, 2008) ISBN 9780340959381

Koeries J, Marris B & Rae T – *Problem Postcards, Social Emotional and Behavioural Skills Training for Disaffected and Difficult Children Aged 7 to 11* (Sage Publications, 2005) ISBN 9781412910743

Sharp P – *Nurturing Emotional Literacy: A Practical Guide for Teachers, Parents and those in the Caring Professions* (David Fulton, 2001) ISBN 9781853466786

Whitehouse E – *Volcano in My Tummy: Helping Children to Handle Anger: a Resource Book for Parents, Caregivers and Teachers* (New Society Publishers 1997)

Publications

Building futures, believing in children: a focus on provision for Black children in the Early Years Foundation Stage DCSF (2009) DCSF Ref: 00008-2009BKT-EN

Confident, capable and creative: supporting boys' achievements and guidance for practitioners in the Early Years Foundation Stage DfES (2007)
Ref: 00682-2007BKT-EN

DCSF EYFS Materials. You can download the EYFS materials, or order copies online at: www.teachernet.gov.uk/publications Ref: 00261-2008PCK-EN

The education of children and young people with behavioural, emotional and social difficulties as a special educational need DCSF (2008) available at www.teachernet.gov.uk

IDP *Supporting children with speech, language and communication needs* DCSF (2008) Booklet ref: 00215-2008BKT-EN. DVD ref: 00055-2007DVD-EN.

Primary and Secondary Inclusion Development Programme: Supporting pupils with Behavioural, Emotional and Social Difficulties DCSF (2010)
DCSF Ref: 00003-2010BKT-EN

Progress matters: reviewing and enhancing young children's development DCSF (2009) DCSF Ref: 00217-2009BKT-EN

SEAL materials. Revised Foundation Stage repackaged 'Red SEAL' booklets. Ref: 00840-2008FLR-EN, available with CD-ROM DSCF (2008) ref: 00840-2008CDO-EN

Seamless transitions: supporting continuity in young children's learning DCSF (2008) DCSF Ref: 0267-2006PCK-EN

Social and emotional aspects of development. DCSF (2008) SEAD Practitioner booklet. Ref: 00707-2008BKT-EN; LA trainers' handbook. Ref: 00708-2008BKT-EN

Special educational needs Code of Practice DfES (2001) Ref: 581/2001

Supporting children with English as an additional language and guidance for practitioners in the Early Years Foundation Stage DCSF (2007)
DCSF Ref: 00683-2007BKT-EN

The use of force guidance available DCSF (2007) at www.teachernet.gov.uk

Journals

Early Childhood Education

Early Years Educator

Junior Education

Times Education Supplement (TES)

Websites

www.education.gov.uk/	Department for Education
www.inclusion.ngfl.gov.uk	Inclusion
www.nhs.uk	NHS
www.nationalstrategies.standards.dcsf.gov.uk/inclusion/specialeducationalneeds	National Strategies
www.nurturegroups.org/	Nuture Groups
www.sebda.org/	Social, Emotional and Behavioural Difficulties Association
www.teachernet.gov.uk/wholeschool/sen/datatypes/Behaviour_emotionalldevelopment /	Teachernet
www.tourettes-action.org.uk/	Tourettes Action
www.transformingconflict.org/Restorative_Approaches_and_Practices.htm	Transforming Conflict

Unit 23: Support Disabled Children and Young People and Those with Special Educational Needs

Unit code:	H/601/7726
Level 3:	Specialist
Credit value:	5

Guided learning hours: 24

Unit aim

This unit provides the knowledge, understanding and skills to support disabled children and young people and those with special educational needs. It covers understanding the rights and needs of disabled children and young people and those with special educational needs; supporting inclusion and participation; and helping others to respond to the needs of disabled children and young people and those with special educational needs.

Unit introduction

This unit looks at the legal entitlements and intervention frameworks relevant to these groups of children and young people, as well as the importance of early recognition of their needs and the development of individual education plans. Learners will evaluate the particular needs and requirements of the children and young people with whom they work and to consider their future development.

Learners must then support the inclusion of these children and young people within the workplace, using their knowledge and understanding of each individual and working both with the children and young people themselves and others and demonstrating inclusive practices. This is then extended to support inclusion within the full range of activities and experiences, with learners demonstrating how to support participation and equality of access.

Finally, learners will encourage others to support the children and young people, encourage participation and review and modify activities to allow inclusion.

This unit combines the theoretical study of a range of special educational needs and disabilities with workplace experience where learners must actively demonstrate that they understand and can put into practice what they have learned about how best to support these children and young people. The unit requires learners to be working in a support role within an educational establishment and to have some prior knowledge of normal patterns of development in children and young people.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the rights of disabled children and young people and those with special educational needs	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
2 Understand the disabilities and/or special educational needs of children and young people in own care	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

Learning outcomes	Assessment criteria	
3 Be able to support the inclusion of disabled children and young people and those with special educational needs	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
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	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

Learning outcomes	Assessment criteria
5 Be able to support others to respond to the needs of disabled children and young people and those with special educational needs	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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Unit content

1 **Understand the rights of disabled children and young people and those with special educational needs**

Legal entitlements: current*,* national legislation eg Education (Special Educational Needs Co-ordinator) (England) Regulations 2008 (SI 2008 NO 2945), Disability Discrimination Act (DDA) 1995 and 2005, The Special Educational Needs (SEN) and Disability Act 2001 Children Act (2004), the SEN and Disability Act (2001), Criminal Records Bureau (CRB); government guidance eg Every Child Matters, Every Disabled Child Matters, Disability Access, inclusion, personalised learning, learning support, multi-agency support, National Occupational Standards (NOS)

Assessment and intervention frameworks: frameworks eg Special Needs Code of Practice (2001), Statement of Special Educational Need: School Action Plus, School Action, Common Assessment Framework, Removing Barriers to Achievement 2004

Early recognition and intervention: identification eg developmental norms, assessment, developmental age, stage, impaired development, safeguarding, individual need, medical, social, educational

Individual plans: purpose eg outcome, personalised learning goals, personalized targets, create appropriate materials; teaching and learning strategies eg individual, group, personalised curriculum, support eg therapists, medical need, care, planning and review

Working inclusively: social interactions eg integration, diversity, tolerance, understanding of those with whom they mix and learn; benefits of inclusivity to learners; benefits of inclusivity to the children and young people with whom they mix and learn

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

Relationship between disability and special educational needs: definition of special educational needs eg literacy, numeracy, application, understanding, expression, social ability, relationships, behaviour; medical definition of disability eg physical, mental, emotional, complexity; interdependency between special educational need and disability

Disabilities and/or special educational needs: assessment of eg character of disabilities, special educational needs

Special provision: support eg seating plan, group teaching, one-to-one tutoring, physical, medical, teaching assistant support in class, personalised curriculum, teaching and learning strategies, appropriate materials, resources, large print, Braille, audio, visual, tactile, ICT, talking computer keyboard

Pattern of development: normal range reference eg age, stage, medical assessment, patterns of development of children with similar disabilities or special needs, comparison with and assessment of children and young people with whom they work

3 **Be able to support the inclusion of disabled children and young people and those with special educational needs**

Information needs, capabilities and interests: records eg medical, physical, mental, emotional, hobbies, interests, strengths, parents, teacher, special educational needs coordinator, Local Authority Special Needs Officer, psychologist, doctor

Barriers to participation: barriers eg problems, challenges; inhibitors *eg* visual, auditory, motor, social skills, ADHD; others eg transport, access, carer

Knowledge: create opportunities eg planning, engage, use of materials, resources, appropriate technology, adaptation, seating placement, select topics of interest, subject material, stimulate

Consult for equality of access: communication eg listen, observe, interview, discuss; participation and access issues eg what works, what doesn't work, what could work better, pupil, peers, parents, teacher, special educational needs coordinator, Local Authority Special Needs Officer, psychologist, doctor; involvement in design, delivery and evaluation of services eg advice, plan, feedback, review

Demonstrate inclusion: support eg application of practices, engage, deliver practical examples of supporting inclusion

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**

Identify and implement adaptations: adapt to need eg curriculum modified, individual goals for pupil with learning disability, physical environment eg space for movement, safety, materials, resources, techniques

Specialist aids and equipment: how to use equipment eg assist if, when appropriate, instructions, demonstrate use of specialist equipment, model, videos, ensure equipment is fit for use, fully charged, correct height, relevant to need

Supporting participation and equality of access: support eg application, use, engage, deliver practical examples, layout of classroom, sight of whiteboard, reach equipment , safe movement, access, opportunities to respond to questions, activities; adapt activities to make them accessible eg physical education activities; enable participation at appropriate level for ability, progress

5 **Be able to support others to respond to the needs of disabled children and young people and those with special educational needs**

Participate in observing and identifying the needs, capabilities and interests of disabled children and young people and those with special educational needs: identify others eg teachers, parents, peers, teaching assistants, carers, medical supporters; plan eg methods of observing, learner response; types of activities involving pupils with needs eg reading, play activities, physical activities, classroom teaching, enrichment activities, external visits, visiting experts

Encourage and support others: identify others eg teachers, parents, peers, teaching assistants, carers, medical supporters; information about needs eg plan, appropriate interventions, engagement, participation

Work in partnership: liaise with others eg teachers, parents, peers, teaching assistants, carers, medical supporters, one- to- one interviews, discussion, activities and experiences eg involvement in design, delivery and evaluation of services, assessment of outcomes; self-assessment, create action plans, feedback, review

Essential guidance for tutors

Delivery

Some of the knowledge and understanding for this unit may come from learner research or practical work experience, whilst some will be gained outside of the classroom or from observed practice in a work placement that engages learners in participating in providing support for pupils. The unit gives learners an overview of the context in which they will support pupils with disabilities or special educational needs. Consequently, they will need to spend considerable time in their own workplace working with specific young people, getting to know them and assessing their needs and how best they can achieve inclusivity and equality of experience.

Delivery strategies may involve tutors guiding learners towards appropriate materials, including electronic resources, appropriate video/DVD material and would benefit from input by outside speakers that bring specific areas of expertise.

Learning outcome 1 requires learners to understand the rights of disabled children and young people and those with special educational needs, this could be through tutor input. Alternatively, tutors may wish to work with a group of learners and discuss with them their current levels of understanding and set individual research tasks for each learner to ensure their knowledge of policy and regulation is complete.

Guest speakers could be invited to share their area of expertise, for example a special educational needs coordinator, a local authority representative or educational psychologist to talk about the Common Assessment Framework. Learners could pre-prepare relevant questions in readiness for these presentations that enables them to address any aspects of their knowledge they would like to improve. These activities would support learners in understanding the disabilities and/or special educational needs of children and young people in their own care.

Learner ability to support the inclusion of disabled children and young people and those with special educational needs, and enable them to participate in the full range of activities and experiences, could be developed through a group activity where learners analyse video/DVD material to consider the effect, for example, speech, language and communication delays have on the ability of pupils to engage with the curriculum. Short video clips, easily available from the internet, can be shown to give examples of disabilities or behaviours not yet encountered by learners. Discussion could then follow about what was observed and some of the ways in which support could be given. The outcome of these discussions could then inform delivery of learning outcome 5, as they will develop learner understanding of how to respond to the needs of disabled children and young people and those with special educational needs. Further discussion of case studies where development has not followed the normal pattern would also be a useful tool to support learning. By looking at examples of development which has not followed the usual norms, and of the behaviours/learning needs/disabilities exhibited by different children and young people, learners will grow to understand that the needs of each pupil are unique.

Learners could share examples of good practice from the workplace at each tutorial session. They could also visit other work environments and compare and contrast examples of the work they observe, respecting confidentiality at all times.

Assessment

Assessment criteria 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.1, 5.2   and 5.3 must be assessed in the workplace.

Suggested assessment activities

Some of the assessment evidence requires explanation and understanding and it is helpful if this is completed in the early stages of assessment. Learners could evidence their knowledge and understanding of policies and procedures relating to the legal framework that governs the entitlement of disabled children and young people and those with special educational needs in the form of a briefing or presentation for others who work with them, a staff training session for example. Both methods would enhance the experience of learners and develop their confidence in presenting written information or communicating verbally to other audiences. A briefing paper or PowerPoint presentation, for example, must demonstrate that they understand the regulation, the assessment frameworks and need for early recognition and intervention.

A similar presentation could be used to satisfy learning outcome 2. Learners could create a briefing paper or presentation for delivery to a small group of professionals likely to be involved in working with children or young people in their working environment, or a new member of staff. This task will provide opportunities for learners to explain the relationship between disability and special educational needs and the nature of the particular disabilities and/or special educational needs of the children and young people with whom they will work, their expected progress and how their needs are currently met.

Learning outcome 2 could be delivered using a case study of children or young people from their workplace setting that is then developed to address learning outcomes 3 and 4. The case study could be presented as a portfolio of evidence that includes the information they have obtained about the individual needs, capabilities and interests of the pupils with whom they work, of the barriers they identified to pupil participation in the planned curriculum and how they removed them. This could be supplemented with expert witness statements that evidence how learners worked with others to support pupil participation and equality of access and with pupils in inclusive situations. The portfolio should include evidence of how learners adapted the learning experiences to meet the needs of individuals and enabled pupils to use specialist aids and equipment as and when appropriate.

Learners must demonstrate their ability to support others to respond to the needs of disabled children and young people and those with special educational needs. Evidence for learning outcome 5 could also be in the form of witness statements. These could be supported with evidence of how learners planned and encouraged others to participate in observing and identifying the needs, capabilities and interests of disabled children and young people and those with special educational needs. Examples of planning documents, observation checklists and timelines could be included in their portfolio as well as records of group meetings for example. Witness statements or observations of Learners working in partnership with children, young people and others to review and improve their activities will form an important element of the evidence and could be supported by learner records of and reflections on pupils' experiences. It could be appropriate for the work based assessor to observe the learner engaging in these activities.

The range of activities should arise naturally from the day-to-day tasks and activities involved in support work in school. Documents or other records produced during the course of work should be used whenever they are available.

Essential resources

As this is a work-based programme, all learners will either be directly involved in working as part of a team or have access to situations or schools/organisations where adults work in teams to support teaching and learning activities. All learners will need an opportunity to participate in a team activity within the teaching and learning environment.

Indicative resource materials

Textbooks

Bulman K and Savory L – *BTEC First Children's Care, Learning and Development* (Heinemann, 2006) ISBN 9780435499068

Burnham L – *S/NVQ Level 2 Teaching assistant's Handbook, 2nd Edition* (Heinemann, 2008) ISBN 9780435449308

Burnham, L – *Supporting Teaching and Learning in Schools (Primary)* (Heinemann, 2010) ISBN 9780435032043

Burnham L – *Supporting Teaching and Learning in Schools (Secondary)* (Heinemann, 2010) ISBN 9780435032050

Carlin J – *Including Me: Managing Complex Health Needs in Schools and Early Years Settings* (Council for Disabled Children and Department for Education and Skills, 2005) ISBN 9781904787600

Meggit C – *Child Development, an Illustrated guide, 2nd Edition* (Heinemann, 2006) ISBN 9780435420482

Philippa S – *Extending Inclusion* (Council for Disabled Children, 2008) ISBN 19781905818310

Walton A (ed), Goddard G (Ed) – *Supporting Every Child: A Course Book for Foundation Degrees in Teaching and Supporting Learning* (Teaching Assistants' Handbooks)

Publications

(Please note that some of these references predate the current government however using the references will deliver a direct link to the relevant documents)

Access to Education for Children and Young People with Medical Needs DfES (2001) Ref: 0732/2001

Accessible Schools: Planning to Increase Access to Schools for Disabled Pupils DfES (2002) Ref: LEA/0168/2002

Distribution of Resources to Support Inclusion (Ref: LEA/080/2001)

Promoting Children's Mental Health within Early Years and School Settings DfES (2001) Ref: 0112/2001

SEN Toolkit DfES (2001) Ref: DfES/0558/2001

Special Educational Needs: A Guide for Parents and Carers DfES (2001) Ref:DfES/0800/2001

Special Educational Needs Code of Practice DfES (2001) Ref: DfES/0581/2001

Websites

Specific websites are available with related content.

www.publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DfES+0774+2001	Department of Education
www.education.gov.uk/news/news/sen-next-steps	Department of Education
www.teachernet.gov.uk/responsibilities	Teachernet

Unit 24: Support Individuals to Meet Personal Care Needs

Unit code:	**F/601/8060**
Level 2:	**Specialist**
Credit value:	**2**

Guided learning hours: 16

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills needed to support individuals to meet personal care needs. It covers support the individual to use toilet facilities, maintain personal hygiene and manage their personal appearance.

Unit introduction

On completion of this unit learners will be able to work with individuals to identify their needs and preferences in relation to personal care. They will be able to engage with individuals to discuss and agree their needs, preferences and personal beliefs affecting their personal care and how their privacy will be maintained whilst they are being supported.

Learners will reach an agreement about the level and type of support and individual needs for personal care, deliver it and record and report on the outcomes. As part of this unit learners will understand how to monitor personal care functions and activities as well as being able to illicit feedback from the individual and others on how well the support has met the needs and preferences of individuals.

Learners will be able to provide support for personal care safely, support individuals to use the toilet, maintain their personal hygiene and manage their personal appearance and monitor and report on support provided for personal care.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to work with individuals to identify their needs and preferences in relation to personal care	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
2 Be able to provide support for personal care safely	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
3 Be able to support individuals to use the toilet	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
4 Be able to support individuals to maintain personal hygiene	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

Learning outcomes	Assessment criteria	
5 Be able to support individuals to manage their personal appearance	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
6 Be able to monitor and report on support for personal care	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 content

1 **Be able to work with individuals to identify their needs and preferences in relation to personal care**

Encourage communication: communication eg listen, observe, interview; discuss participation and access issues with eg pupil, peers, parents, teacher, special educational needs coordinator, Local Authority Special Needs Officer, psychologist, doctor

Level and type of support: assess eg parameters, boundaries, accessing accurate, up-to-date details about care needs, disabilities or special educational needs; seeking information on individual pupil's care, support, communication needs and abilities

Privacy during personal care: factors eg dignity, dedicated facility, access, own knowledge of how to use equipment, assist if, when appropriate, follow instructions

2 **Be able to provide support for personal care safely**

Reasons for hygiene and safety precautions: reasons eg health, wellbeing, infection, cleanliness, safety, smells; policies eg health and safety policy, Disability Discrimination Act 1995

Equipment, clothing and hygiene: techniques eg use of specialist equipment, availability of equipment, location of equipment, size, dress, precaution, sterilise, wash, cleanliness, health and safety policy

Concerns about the safety and hygiene of equipment or facilities: actions eg know policy, refer concerns about pupil according to procedures, seek advice and support from appropriate persons/sources, sensitivity, confidentiality

Summon help when alone during personal care: process eg system of requests for support, policy of the setting, mechanism, alarms, distress

Safe disposal of waste materials: actions eg dispose of waste in a safe and responsible manner, identify hazardous waste, know health and safety policy, national, local level, consider environment, hazardous waste, products, chemicals, hygiene, cleaning

3 **Be able to support individuals to use the toilet**

Use toilet facilities: ensure eg reasonable steps, dignity, dedicated facility, space, distance, access, assist if, when appropriate, instructions, demonstrate use of specialist equipment, fit for use

Clean and tidy after using toilet facilities: ensure eg dignity, dedicated facility, access, materials, how to use equipment, assist if, when appropriate, instructions, dress, arrange clothing

4 **Be able to support individuals to maintain personal hygiene**

Room and water temperatures meet needs: ensure eg personal preference, temperature, test running water, comfort equipment, products, materials, access

Materials and equipment: ensure eg location, availability, access, arms reach, height of equipment

Personal hygiene activities: ensure eg dignity, dedicated facility, space, distance, access, assist if, when appropriate, demonstrate use of specialist equipment, fit for use, comfortable, respect, personal space

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

Personal appearance: support eg illustrate, engage, deliver practical examples, reach equipment, safe movement, access, adapt, enable participation at appropriate level for dignity

Clothing and personal care items clean, safe and secure: encourage eg cleanliness, washing, laundry, regular changes, hygiene, safety, security, storage; health and safety policy, policy of the setting

6 **Be able to monitor and report on support for personal care**

Feedback: actions eg identify others, one-to-one interviews, discussion, activities and experiences eg what works, what doesn't work, what could work better, involvement in design, delivery and evaluation of services, self-assessment

Monitor personal care: ways eg observation, listen, discuss, seek feedback, measure, consider health and safety, safety monitoring, testing, hazardous materials, hygiene

Record and report on an individual's personal care: record eg assess, measure, agreed language, self-assessment; report eg communicate, feedback, know policies of the setting, confidentiality

Essential guidance for tutors

Delivery

Some of the knowledge and understanding for this unit may come from learner research or practical work experience, whilst some will be gained in the classroom or from observed practice in a work placement. The unit gives learners an overview of how to support the personal care needs of individuals.

Mechanisms for delivery could include learners working together in a group to develop a group response to case studies that illustrate how to provide support appropriately. Learners could also be presented with scenarios where they need to identify the care needs of individuals and discuss how to work with individuals to identify their needs and preferences in relation to personal care. Tutors could engage learners in discussion about how to encourage an individual to communicate their needs and preferences about their personal care and to agree with individuals how to maintain their privacy. Exercises of this nature will enable learners to develop an appropriate use of language and interpersonal skills to manage potentially sensitive issues with mutual respect and dignity. This is something they will need to do when establishing the level and type of support needed to meet an individual's personal care needs.

Learning outcome 2 requires learners to know about and understand the reasons for hygiene as well as health and safety precautions. This may need to be taught, as may how to use protective equipment and clothing to minimise the risk of infection. Learners could be asked to research the requirements of their workplace setting when reporting concerns about the safety and hygiene of equipment or facilities. The research could extend to learners knowing how individuals can summon help and how to ensure the safe disposal of waste materials in a responsible manner.

Learning outcomes 3, 4 and 5 require learners to support individuals to use the toilet, maintain personal hygiene and to manage their personal appearance. All of these activities require discrete behaviours and respect for the individuals. Experienced professionals, with a broad experience of working with individuals in situations where they help them to make themselves clean and tidy after using toilet facilities could be invited as guest speakers. Important information about how to ensure rooms and water temperatures meet needs and toiletries, materials and equipment are within reach can then be shared.

Learners must be able to monitor and report on support for personal care. Tutors may wish to discuss this with a group of learners encouraging them to talk about how well the support for personal care meets the individual's needs and preferences in their own workplace setting. By engaging learners in this way tutors can model methods learners can use to secure feedback and will enable them to think about how they can monitor personal care functions and activities. Research could again be used here so that learners know how an individual's personal care is monitored in their workplace and how to record and report on an individual's personal care appropriately.

Working through these issues in a group provides an opportunity for learners to practise the skills needed to work closely with individuals in potentially difficult circumstance and to draw on the skills and knowledge of each other.

Assessment

Assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2 and 6.3 must be assessed in the workplace.

Suggested assessment activities

Some of the assessment evidence for this unit could come, for example, from activities learners have observed or undertaken on their work experience.

Learners should be able to work with individuals to identify their needs and preferences in relation to personal care. Evidence could take the form of a case study. It could contain a checklist that learners have used to encourage an individual to communicate their needs and preferences when receiving support in their personal care, establishing the level and type of support required and informing an agreement with the individual about how privacy will be maintained. A copy of an agreement could also be included.

A briefing for colleagues or new professionals could demonstrate that the learner understands the reasons for hygiene and safety precautions and knows how to use protective equipment, clothing and hygiene techniques to minimise the risk of infection and ensure safe disposal of waste materials. As part of the briefing learners could explain how to report concerns about the safety and hygiene of equipment or facilities and describe the ways in which an individual can summon help when alone.

Evidence for learning outcomes 3, 4 and 5 require learners to support individuals to use the toilet, maintain personal hygiene and to manage their personal appearance. These could be supported by witness statements as learners are required to demonstrate that they can deliver individual support. Learners could develop a portfolio or use case studies of individuals to provide evidence for learning outcomes 3, 4 and 5. The portfolio, case study, diary or log could illustrate how they have provided support for individuals to enable them to use toilet facilities in ways that respect their dignity and tidy themselves afterwards. It could include descriptions of how they tested room and water temperatures, made sure the required toiletries, materials and equipment were available for use and how they enabled the individual to retain a degree of independence. Accounts of support given to enable an individual to manage their own personal appearance and encouragement to keep their clothing and personal care items clean, safe and secure will also form essential elements of learner evidence that these assessment criteria have been met. Whilst the confidentiality requirements of the setting must be maintained learners could submit a single portfolio of work that relates to a sustained contribution to supporting an individual.

The study could explain how they obtained information that enabled them to monitor and report on support for personal care. Learners could submit a record of achievement or report and supplement this with a narrative that describes how they encouraged an individual to talk about how well the support for personal care met their needs and preferences. The record of achievement could be one used by the setting or a template that learners have developed personally.

Essential resources

As this is a work-based programme, all learners will either be directly involved in working as part of a multi-agency team or have access to situations or schools/organisations where adults work in teams to support children and young people. All learners will need an opportunity to participate in a multi-agency team activity within the teaching and learning environment.

Indicative resource materials

Textbooks

Bulman K and Savory L – *BTEC First Children's Care, Learning and Development* (Heinemann, 2006) ISBN 9780435499068

Burnham L – *S/NVQ Level 2 Teaching assistant's Handbook, 2nd Edition* (Heinemann, 2008) ISBN 9780435449308

Carlin J – *Including Me: Managing Complex Health Needs in Schools and Early Years Settings* (Council for Disabled Children and Department for Education and Skills, 2005) ISBN 9781904787600

Dryden, L – *Essential Early Years* (Hodder Arnold, 2005) ISBN 0340888776
Interactive Tutor Resource for Teaching Assistants S/NVQ Levels 2/3 (Heinemann, 2008) ISBN 9780435117252

Lang, R – *The Art of Positive Communication* (Nasen/David Fulton, 2005)
ISBN 9781843123675

Minett, P – *Child Care and Development* (Hodder Arnold, 2005)
ISBN 9780340889152

Ward S, Walker J, Snaith M and Bulman K – *BTEC First Children's Care, Learning and Development Assessment and Delivery Resource* (Heinemann, 2006)
ISBN 9780435402242

Documents to download

www.teachernet.gov.uk/responsibilities – *Health & Safety: Responsibilities & Powers*

www.teachernet.gov.uk/firstaid – *Guidance on First Aid for Schools*

www.teachernet.gov.uk/medical – *Supporting Pupils with Medical Needs: A Good Practice Guide*

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

www.age.org.uk	Age UK
www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
qualifications.pearson.com	Pearson
www.education.gov.uk	Department for Education
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England

www.open.ac.uk   The Open University

www.tda.gov.uk   The Training and Development Agency for Schools

www.teachernet.gov.uk   Teachernet

Unit 25: Support Learners with Cognition and Learning Needs

Unit code: M/601/8121

Level 3: Specialist

Credit value: 4

Guided learning hours: 18

Unit aim

This unit is about the support provided to pupils with cognition and learning needs to enable them to participate in learning activities and to develop effective learning strategies. While individual needs will differ, most pupils with cognition and learning needs will require help with a range of different skills and motor competencies.

Unit introduction

Cognitive skills are essential life skills that enable individuals to function within society but also to access the curriculum. This unit enables learners to support the development of pupil's cognition and learning skills. Learners will be able to explain and understand the special educational needs of pupils with cognition and learning needs and the range of cognitive skills necessary for effective learning. Learners will develop their understanding of how learning environments support the development of these skills. Learners will be able to use the skills they acquire in all aspects of their work to support pupils in accessing the broader curriculum within the school and their inclusion, for example, at play.

Learners will work with individual or groups of pupils to enable pupils with cognition and learning needs to inform their own learning experiences and take responsibility for their learning. Learners will listen to and engage with pupils about their needs and ideas for future learning, and support them to review their learning strategies and plan how to improve them.

On completion of this unit learners will understand the special educational needs of pupils with cognition and learning needs, be able to support pupils with cognition and learning needs during learning activities and to develop learning strategies.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand the special educational needs of learners with cognition and learning needs	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
2 Be able to support learners with cognition and learning needs during learning activities	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

Learning outcomes	Assessment criteria	
3 Be able to support learners with cognition and learning needs to develop learning strategies	3.1	Demonstrate a range of strategies for supporting learners with cognition and learning needs to develop learning strategies
	3.2	Demonstrate ways of promoting learners' self-esteem, self-confidence and self-help skills
	3.3	Demonstrate ways of encouraging learners with cognition and learning needs to take responsibility for their own learning
	3.4	Listen carefully to learners and positively encourage them to communicate their needs and ideas for future learning
	3.5	Support learners to review their learning strategies and plan how to improve them

Unit content

1 **Understand the special educational needs of learners with cognition and learning needs**

Cognitive difficulties: development eg learning disability, autism, vocabulary categorisation, classification skills, language acquisition, stammer, gesturing, coordination, whole body skills, movement, manipulative skills, planning, organisation; learning eg behaviour, range of social, formal, grammar, fluency, description

Global learning difficulties and specific learning difficulties: global eg mental skills used when getting knowledge; information processing; conceptual resources; perceptual skill; sensation; perception; attention; learning; memory; thinking; reasoning; speech impediment, sounds, expression, stammer; conclusion; problem solving; special educational needs

Cognitive skills necessary for effective learning and the effects of single or multiple disabilities on functions such as perception, memory and information processing: representing, transforming information; sensing something directly, indirectly by reasoning, handling knowledge; procedures for reasoning; problem solving, logic, mathematics, probability theory and statistics, and scientific investigation; recall, remember; retain; observe; absorb; reproduce

Cognition and learning needs and their implications: range eg language, memory and reasoning skills, sequencing, organisational skills, understanding of number, problem solving, concept development skills, fine, gross motor skills; barriers to learning eg curriculum, access, inability to communicate, articulate, express understanding and/or knowledge

Individual plans of learners with cognition and learning needs: goals eg personalised learning, create appropriate materials; teaching and learning strategies eg individual, group, personalised curriculum, planning and review

2 **Be able to support learners with cognition and learning needs during learning activities**

Active learning: approaches eg learning styles, language, engagement, experience, environment eg materials, furniture, access to equipment

Learning resources: choose eg appropriate to need, preferred learning style, curriculum, physical environment, materials; techniques eg ICT, speaking computer keyboard, audio books, radio microphone, music, pitch, loudness

Supporting learners to participate: strategies eg policies for teaching and learning, preferred learning styles, engage, communicate, special educational need, structure, variety in presentation, association

Modify learning activities for progression: adapt eg structure, targets, activity, alternatives, gifted and talented, language, content, difficulty, range of tasks, timeframes, materials, learning packages

3 **Be able to support learners with cognition and learning needs to develop learning strategies**

Strategies to develop learning strategies: strategies eg objectivity, ask questions to check understanding, encouraging pupils to make positive choices about their own learning and take responsibility for their choices, listen, observe, diary, checklist, target pupils, formal, informal, formative assessment, restructure tasks, sequencing

Promote pupils' self-esteem, self-confidence and self-help skills: techniques eg prompting, modelling, praise, constructive feedback, reassurance, reward, motivation, interest, communication, prompting shy, reluctant pupils

Responsibility for own learning: techniques eg encourage, adapting inadequate learning resources, motivation, raising expectations, rewards, sharing learning goals with pupils, encouraging and assisting pupils to express their needs and ideas about their learning eg involve pupils in self-assessment

Communicate needs and ideas for future learning: communication eg listen, observe, interview, discuss participation and access issues, involvement in design, delivery and evaluation of services

Improve learning strategies: techniques eg one- to- one interviews, discussion, activities and experiences, involvement in design, delivery and evaluation, assessment of outcomes, using open-ended questions, observing, listening to how pupils describe their work and their reasoning, checking understanding, pupil self-review of progress encourage pupils to review and comment on their work before handing it in

Essential guidance for tutors

Delivery

Some of the knowledge and understanding for this unit may come from learner research or practical work experience, whilst some will be gained in the classroom or from observed practice in a work placement. In delivering this unit, tutors should support learners in developing their understanding of the impact cognitive development has on pupils within a learning environment. Tutors will need to inform learners about the relevant special educational needs and support them in the development of the behaviours necessary to support pupils during learning activities and interactions with others.

Delivery may involve a mixture of tutor input, with guidance for learners on the choice of appropriate materials to support the activities. Use of DVD/video materials, where possible, would complement delivery, particularly for those learners who do not have permanent access to a setting or have limited access to a setting. Learners will benefit from the opportunity to observe experienced practitioners modelling best practice. An insight into how to support pupils with cognition and learning needs effectively could also be achieved by viewing relevant programmes shown on Teachers TV for example. Relevant sections of frameworks and policies for the learner's country could be consulted. In England, for example, National Strategy documents could be consulted for information and guidance, for example, the sections on schools, personalised learning, and the Special Education Needs Code of Practice. Learners should be encouraged to read relevant organisational documents for a specific activity in their country as well as key national policies such as the Early Years Foundation Stage, The Foundation Phase and the Secondary National Strategy for School Improvement. Visiting specialist speakers would enhance learner experience significantly.

Learning outcome 1 requires learners to explain the cognition and learning needs of pupils. Tutors may wish to work with a group of learners and discuss with them their current level of understanding. This could be established through discussion or using a variety of communication methods, for example written or illustrations. Guest speakers could be invited to share their area of expertise, a special educational needs coordinator or a local authority representative for example. Learners could pre-prepare relevant questions in readiness for these presentations that enables them to address any aspects of their knowledge they would like to improve. Activities that engage learners in the use of communication and involve interaction with a variety of audiences would support them in understanding the challenges facing children and young people in their own care and develop their own ability as effective communicators.

Role play could also be used as a method for delivering learning outcome 2. Learners could practise delivering support for an activity that engages them in delivering an activity to the group that enables them to engage others in active approaches to teaching and learning and requires them to select or create appropriate learning resources that support a range of strategies which take fellow learners through carefully structured tasks.

Learning outcome 3 could be achieved by using video material, or activity observation, and asking Learners to observe and record learning outcomes and the extent to which the outcomes were achieved. By reflecting back on the case study material learners could discuss how to encourage pupils with cognition and learning needs to take responsibility for their own learning and communicate their needs for future learning. This process will engage them in reviewing learning strategies which, based on their own experience, they can then apply to the workplace environment to inform how to improve them in the future.

Appropriate work experience is required for all learners in this unit.

Assessment

Assessment criteria 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4 and 3.5 must be assessed in the workplace.

Suggested assessment activities

Learning outcome 1 requires explanation and understanding. This learning outcome will need to be completed in the early stages of assessment. Evidence could come, for example, from activities learners have undertaken on their work experience. Learners could evidence their knowledge in the form of a briefing or presentation to a staff training session or to new members of staff for example. A briefing paper or PowerPoint presentation could evidence learner understanding of the special educational needs of pupils with cognition and learning needs and the implications that they have on the development of language and communication, and how this affects learning. Learners will need to explain the differences between global learning difficulties that affect all aspects of learning, and specific learning difficulties or language impairment which can exist.

Learning outcome 2 could be delivered using a case study of children from their workplace setting that is also used to address learning outcome 3. The case study could be presented as a portfolio of evidence that includes the information they have obtained about the individual needs and capabilities of the pupils with whom they work and of the strategies they used to support them with their cognitive and learning needs.

The portfolio could contain expert witness statements that evidence how they introduced active approaches to teaching and learning situations. It could also include examples of the materials and resources they selected to support pupils and how they employed a range of strategies to structure and scaffold learning. Learners may also wish to submit a personal log or diary that evidences how they used appropriate modes of communication to inform how they supported pupils in reviewing the learning tasks and activities and enabling them to plan for future learning. The portfolio must demonstrate how they provided for the incremental and lateral progression of pupils towards their learning outcomes. These could be in the form of prompt sheets used or additional new materials and resources developed by the learner. Examples of rewards and certificates used to encourage and motivate pupils could also be included as could learners' personal reflections about how they promoted the self-esteem, self-confidence and self-help skills of pupils as well as encouraging them to take responsibility for their own learning.

Essential resources

As this is a work-based programme, all learners will either be directly involved in working as part of a team or have access to situations or schools/organisations where adults work in teams to support teaching and learning activities. All learners will need an opportunity to participate in a team activity within the teaching and learning environment.

Indicative resource materials

Textbooks

Brookes G – *The Complete Guide for Teaching Assistants in Secondary Education* (Continuum International Publishing Group Ltd, 2008) ISBN 9780826499066

Burnham L and Diaz L – *Interactive Tutor Resource for Teaching Assistants: S/NVQ Levels 2 and 3* (Heinemann Educational Publishers, 2007) ISBN 9780435117252

Cheminais R – *Every Child Matters: A Practical Guide for Teaching Assistants, 1st Edition* (David Fulton Publishers Ltd, 2008) ISBN 9780415458764

Diaz L and Burnham L – *S/NVQ Level 3 Teaching Assistant's Handbook: Secondary Schools, 2nd Edition* (Heinemann, 2008) ISBN 9780435449391

Hryniewicz B – *Teaching assistants: The Complete Handbook, 2nd Edition* (Adamson Publishing, 2007) ISBN 9780948543029

Kamen T – *Teaching Assistant's Handbook, 2nd Edition* (Hodder Arnold, 2008) ISBN 9780340959381

Lang R – *The Art of Positive Communication* (Nasen/David Fulton, 2005) ISBN 9781843123675

Morgan J – *How to Be a Successful Teaching Assistant* (Continuum International Publishing Group Ltd, 2007) ISBN 9780826493286

Richards G and Armstrong F – *Key Issues for Teaching Assistants: Working in Diverse and Inclusive Classrooms, 1st Edition* (Routledge, 2007) ISBN 9780415434856

Websites

www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
qualifications.pearson.com	Pearson
www.education.gov.uk	Department for Education
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
www.hse.gov.uk	Health and Safety Executive
www.open.ac.uk	The Open University
www.tda.gov.uk	The Training and Development Agency for Schools

| www.teachernet.gov.uk | Teachernet |
| http://www.teachernet.gov.uk/wholeschool/sen/datatypes/Cognitionlearningneeds/ | Teachernet – Cognition and Learning Needs |

Unit 26: Support Learners with Communication and Interaction Needs

Unit code:	K/601/8134
Level 3:	Specialist
Credit value:	4

Guided learning hours: 21

Unit aim

This unit provides the understanding, knowledge and skills to support learners with communication and interaction needs. This involves understanding the special educational needs of learners and demonstrating competence in supporting them during learning activities and interactions with others.

Unit introduction

The development of communication skills and the ability to interact with others are essential life skills that enable individuals to function within society but also to access the curriculum. This unit enables learners to support the development of children and young people's communication skills. Learners will explain and understand the importance of communication and the ability to interact appropriately for children's overall development and the benefits that these personal skills have in enabling them to realise their learning potential and engage in social situations. Learners will be able to use the skills they acquire in all aspects of their work support pupils to access the broader curriculum within the school and their inclusion at play for example.

Learners will be able to explain the communication and interaction needs of the individual pupils with whom they work. They will have an understanding of the different kinds of conditions that create differences in the patterns of communication and the specific or more unusual patterns of communication demonstrated by pupils with significant developmental delay, impairment or those having some form of communication or language disorder.

By the end of this unit learners will also be able to support pupils with communication and interaction needs to maximise learning and develop relationships with others.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the special educational needs of learners with communication and interaction needs	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
2 Be able to support learners with communication and interaction needs to maximise learning	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

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Learning outcomes	Assessment criteria	
3 Be able to support learners with communication and interaction needs to develop relationships with others	3.1	Provide opportunities for learners with communication and interaction needs to initiate, respond to and maintain relationships with others
	3.2	Demonstrate ways of supporting learners to:
	a)	contribute to conversations and discussions with others
	b)	respond constructively to other people's contributions to conversations and discussions
	3.3	Provide encouragement and support to enable others to respond positively to learners with communication and interaction needs
	3.4	Respond to learners' level of expressive and receptive language to reinforce spoken language and promote autonomy

Unit content

1 **Understand the special educational needs of learners with communication and interaction needs**

Communication impairments and disorders and implications: impairments eg learning disability, autism, cerebral palsy, Developmental Verbal Dyspraxia, vocabulary categorisation, classification skills; implications eg speech production, language, stammer, listening, understanding, remembering; social eg what to say, when and how to say it; coordination eg whole body skills, movement, manipulative skills, planning, organisation; sensory eg sight, hearing, touch, taste, smell; behaviour eg range of social, formal settings

Patterns of communication: differences eg limited ability to play with others, limited ability to build relationships, limited social skills, poor or inappropriate behaviour, lack of interaction, poor literacy skills, difficulties with understanding information, expression, understanding, inability to access the curriculum

Interaction between delayed language acquisition, cognitive development and sensory deficit: norms eg stage related, age related, acquisition of capacity to perceive, produce, use words to understand and communicate

Specific language, communication and interaction needs: policies eg as appropriate to age range, setting, for special educational needs; needs eg skill applications, knowledge of the curriculum; language eg social exchanges, idiomatic, figurative language, phonological, non-verbal communication

Plans of learners with communication and interaction needs: personalised learning plans eg visual and tactile approaches including use of real objects, practical activities, pictures, photos, video, individual targets, support, resources, IT software, alternative recording sheets with less information, where less writing is needed, work planning sheets

2 **Be able to support learners with communication and interaction needs to maximise learning**

Support pupils to participate: ways eg visual, tactile, activities, demonstrate, craft activity, science experiment, lesson structure, timelines involving pictures, frequent repetition, reinforcement, information in short chunks, time to process information, ask for help in between, concise instructions, routines, scribe, colour coding

Mode of communication to reinforce spoken language: methods eg simple, consistent language, use of pupil name before giving an instruction, circle time, thought shower, mind mapping, visual, audio

Alternative and augmented means of communication: communication eg for pupils with impairments, restrictions on the production or comprehension of spoken or written language, facial expression, vocalisations, signed languages, systems, informal vocalisations, gestures eg body movements, facial expressions, body postures, voice output devices, pictures, symbols, photographs

Participate in learning tasks and activities: ways eg adapt Schemes of Work, learning objectives, delivery using language-focused techniques, approaches, subject specific language, differentiation, sequence, progression of content, minimise peripheral tasks; cross curricular themes, resources

Promote pupils' self-esteem and independence: techniques eg prompting, modelling communication skills, language use, interaction, praise, constructive feedback, motivate, interactive use of speaking, talking, listening, reading, writing, help pupils use resources relevant to the learning activity, prompting shy, reluctant pupils

3 **Be able to support learners with communication and interaction needs to develop relationships with others**

Relationships with others: provide eg stimulating environment, opportunities for play, discussion, scaffolding children's language, familiarity with words for 'special objects', subject-specific language, appropriate words, communication aids, involvement, circle time, singing, reading, poems and rhymes, puppets, news, drama, role play, presentations

Support pupils to: contribute to conversations and discussions with others eg helping pupils feel welcome and valued, encouraging pupils' participation in making decisions and choices, negotiating with pupils according to age and stage of development, supporting pupils' development of thinking skills, showing respect for individuality, feelings of others and group versus individual needs, listening to pupils and maintaining pupils' interest, monitoring pupils' progress, referral to others, adapting strategies for different learning needs and styles, supporting positive relationships between pupils and other adults in the setting; respond constructively eg appropriate, interact, engage; verbal, physical, emotional, expression, interruptions, noise level, manner, respect

Encourage and support: ways eg positive feedback, praise, non-verbal communication, social interactions, peers, parents, teachers, model best practice, behaviour, skills, mentoring, coaching

Expressive and receptive language: consider eg age-related expectations, developmental stage of pupil, physical influences, special needs, bilingual/multilingual pupils, pupils with disabilities, independence

Essential guidance for tutors

Delivery

Some of the knowledge and understanding for this unit may come from learner research or practical work experience, whilst some will be gained in the classroom or from observed practice in a work placement. The unit gives learners an overview of the context in which a broad range of activities take place.

In delivering this unit, tutors should support learners in understanding the knowledge and skills needed to support pupils with communication and interaction needs. Tutors will need to inform learners about the relevant special educational needs and support them in developing the behaviours necessary to support pupils during learning activities and interactions with others.

Delivery may involve a mixture of tutor input, with guidance for learners on the choice of appropriate materials to support the activities. Use of DVD/video materials, where possible, would complement delivery, particularly for those learners who do not have permanent access to a setting or have limited access to a setting. Learners will benefit from the opportunity to observe experienced practitioners modelling best practice. An insight into how to support pupils with communication and interaction needs effectively could also be achieved by viewing relevant programmes shown on Teachers TV for example. Relevant sections of frameworks and policies for the learner's country could be consulted. In England, for example, National Strategy documents could be consulted for information and guidance, for example the sections on schools, personalised learning, and the Special Education Needs Code of Practice. Learners should be encouraged to read relevant organisational documents for a specific activity in their country as well as key national policies such as the Early Years Foundation Stage, The Foundation Phase and the Secondary National Strategy for School Improvement. Visiting specialist speakers would enhance learner experience significantly.

Learning outcome 1 requires learners to explain the communication and interaction needs of children. Tutors may wish to work with a group of learners and discuss with them their current level of understanding. This could be established through discussion or using a variety of communication methods, for example written or illustrations. Guest speakers could be invited to share their area of expertise, for example a special educational needs coordinator, a local authority representative or speech therapist. Learners could pre-prepare relevant questions in readiness for these presentations that enables them to address any aspects of their knowledge that would benefit from improvement. Activities that engage learners in the use of communication and involve interaction with a variety of audiences would support them in understanding the challenges facing pupils in their own care and developing their own ability as effective communicators.

Learner ability to support children and young people in developing communication skills, to enable them to maximise their learning and develop relationships with others, could be developed through a group activity where learners analyse video/DVD material to consider the effect communication delays have on the ability of pupils to engage with the curriculum or participate in social situations. Short video clips, easily available from the internet, can be shown to give examples of difficulties or behaviours not yet encountered by learners. Discussion could then follow about what was observed and some of the ways in which support could be given. To develop learner ability to support pupils they could be encouraged to

support each other in making presentations to the group or engage in role play. Further discussion of case studies where development has not followed the normal pattern would also be a useful tool to support learning. By looking at examples of ways in which development has not followed the usual norms, and of the behaviours and learning needs exhibited by different pupils, learners will grow to understand that the needs of each pupil are unique.

Appropriate work experience is required for all learners in order to undertake delivery of the extra-curricular activities as well as preparing for and closing the activities in this unit.

Assessment

Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3 and 3.4 must be assessed in the workplace.

Suggested assessment activities

Learning outcome 1 requires explanation and understanding and it is recommended that the first learning outcome is completed in the early stages of assessment. Learners could evidence their knowledge in the form of a briefing or presentation to a staff training session or to new members of staff for example. Both methods would enhance the experience of learners and develop their confidence in presenting written information or communicating verbally to other audiences. A briefing paper or PowerPoint presentation must demonstrate that they understand the communication impairments and disorders of pupils in their setting and the implications for language and communication development, social interaction and learning. Learners will need to explain the differences between normal patterns of communication and the specific or more unusual patterns of communication, and the relationships between delayed language acquisition, cognitive development and sensory deficit.

Learning outcome 2 could be delivered using a case study of children from their workplace setting that is also used to address learning outcome 3. The case study could be presented as a portfolio of evidence that includes the information they have obtained about the individual needs and capabilities of the pupils with whom they work, the strategies they used to support them with their communication and interaction needs and how that enabled them to access and maximise learning. The portfolio could contain expert witness statements that evidence how they worked within the day-to-day activities of the setting to encourage communication development and interactions between children on a one-to-one basis and in groups, as well as with others to support pupil participation and equality of access to the curriculum and social situations. The portfolio could also include examples of materials they used to support pupils. Learners may also wish to submit a personal log or diary that evidences how they selected and used appropriate modes of communication to reinforce spoken language and used augmented and alternative means of communication appropriate to the needs of the pupils and relevant to the learning tasks and activities. Examples of rewards and certificates used to encourage and motivate pupils could also be included.

The portfolio must demonstrate how they provided opportunities for pupils to instigate, respond to and maintain relationships as well as contribute to conversations and discussions. This could be in the form of prompt sheets used or additional new materials and resources developed by the learner. A personal reflection on how their actions enabled pupils to respond to other people's contributions to conversations and discussions will be essential and this could be evidenced by witness statements from other professionals in the setting or by the work-based assessor.

Essential resources

As this is a work-based programme, all learners will either be directly involved in working as part of a team or have access to situations or schools/organisations where adults work in teams to support teaching and learning activities. All learners will need an opportunity to participate in a team activity within the teaching and learning environment.

Indicative resource materials

Textbooks

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Diaz L and Burnham L – *S/NVQ Level 3 Teaching Assistant's Handbook: Secondary Schools 2nd Edition* (Heinemann, 2008) ISBN 9780435449391

Hryniewicz B – *Teaching assistants: The Complete Handbook, 2nd Edition* (Adamson Publishing, 2007) ISBN 9780948543029

Kamen T – *Teaching Assistant's Handbook, 2nd Edition* (Hodder Arnold, 2008) ISBN 9780340959381

Lang R – *The Art of Positive Communication* (Nasen/David Fulton, 2005) ISBN 9781843123675

Locke A – *Living Language* (NFER Nelson, 1985) ISBN 9780700509966

McMinn J – *Supporting Children with Speech and Language Impairment and Associated Difficulties, 2nd Edition* (Continuum Academic 2006 ISBN 9780826491039

Morgan J – *How to Be a Successful Teaching Assistant* (Continuum International Publishing Group Ltd, 2007) ISBN 9780826493286

Palmer S – *Toxic Children* (Orion Publishers, 2006) ISBN 9780752873596

Richards G and Armstrong F – *Key Issues for Teaching Assistants: Working in Diverse and Inclusive Classrooms, 1st Edition* (Routledge, 2007) ISBN 9780415434256

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

www.afasic.org.uk	Afasic
www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.cyh.com	Parent and Child Health
qualifications.pearson.com	Pearson
www.education.gov.uk	Department for Education
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England,
www.hse.gov.uk	Health and Safety Executive
www.open.ac.uk	The Open University
www.talkingpoint.org.uk	Talking Point
www.tda.gov.uk	The Training and Development Agency for Schools

Unit 27: Support Learners with Sensory and/or Physical Needs

Unit code:	**M/601/8135**
Level 3:	**Specialist**
Credit value:	**4**

Guided learning hours: 21

Unit aim

This unit provides the understanding, knowledge and skills to support learners with sensory and/or physical needs. This involves understanding the rights and needs of learners, including their special educational needs, and demonstrating competence in supporting learners to participate in learning activities. It also requires competence in implementing structured programmes to address the particular needs of learners.

Unit introduction

The unit gives learners an overview of the wide range of sensory and/or physical needs demonstrated by pupils.

Learners will explain the special educational needs of pupils with sensory and/ or physical needs with whom they work and have an understanding of the different kinds of conditions that create differences in the patterns of learning and the specific or more unusual patterns of behaviours and approaches to learning demonstrated by pupils with significant developmental delay, impairment or those having some form of sensory and/or physical challenge.

By the end of this unit learners will also be able to support pupils with these needs and understand the impact of physical, motor and/or sensory disability on children and young people, understand the special educational needs of pupils with sensory and/or physical needs and implement structured learning programmes for children and young people with sensory and/or physical needs.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the impact of physical, motor and/or sensory disability on children and young people	1.1 Explain the effect of a primary disability on children and young people's social, emotional and physical development
	1.2 Explain the effect of:
	a) long-standing or progressive conditions
	b) chronic illness, pain and fatigue on 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
2 Understand the special educational needs of learners with sensory and/or physical needs	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

Learning outcomes	Assessment criteria		
3 Be able to support learners with sensory and/or physical needs to maximise learning	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	
4 Be able to implement structured learning programmes for children and young people with sensory and/or physical needs	4.1	Use knowledge of individual children and young people to contribute to planning structured learning programmes	
	4.2	Work with children, young people and others to plan delivery of structured learning programmes to:	
		a)	minimise distractions
		b)	minimise disruptions to normal routines and schedules
		c)	take place at a time when children and young people are most receptive and will receive maximum benefit
	4.3	Explain the importance of being responsive and flexible in implementing structured activities for learners with sensory and/or physical needs	
	4.4	Implement structured activities as agreed with children, young people and others to meet the needs of learners with sensory and/or physical needs	

Unit content

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

Impact of disabilities on children and young people's social, emotional and physical development: types eg autistic, hypoactive sensory systems, normal developmental stages and sequences; physical development eg fine motor skills, large muscle movements, balance, locomotion; emotional development eg attachment, development of multiple attachments, self-concept, self-esteem, confidence and personal identity, importance of helping pupils make choices; social development eg social interaction, cooperation with others, development of friendships, role of self-directed play and everyday activities in social development, pro-social behaviour; communication and speech development eg reception, early speech patterns, expression, use of play and imagination in developing communication and speech at various stages; intellectual development eg thinking, attention, concentration, perception, memory, role of play, imagination, creativity

Explain the effect of: long-standing or progressive conditions eg multi sensory, balance, auditory, vibration, visual, body awareness, deterioration, dependency; impact of chronic illness, pain and fatigue on the emotions, learning, behaviour and quality of life eg exhaustion, energy, delayed development, standards, attainment, achievement, behavioural difficulties, participation, pleasure, play, transitional stages of life

Impact of medication: range eg facilities, frequency, timetable, health and wellbeing, emotions, social, cultural, ethnic, responses, reaction

2 **Understand the special educational needs of learners with sensory and/or physical needs**

Nature and level of sensory and/or physical needs: eg physical development, emotional development, attachment, development of multiple attachments, self-concept, self-esteem, confidence and personal identity, importance of helping pupils make choices

Plans of pupils: information eg statement of special educational need, individual education plans, learning objectives, personalised, milestones, targets, reviews, contribution from others, equipment, contact, medical attention

Roles and responsibilities of others: others eg special educational needs coordinator, teachers, support workers, multi-agency support, parental involvement, children and young people with whom they mix and learn, teamwork

Specialist equipment and technology: types eg multi sensory equipment, opportunities for play, toys, ICT; specialist communication aids, hearing aids, glasses, vision, magnification, Braille, sensory aids, physical aids

Sensory and physical functions: techniques eg building on existing skills base, experience, staged development, milestones, achievable targets, success, inclusion

3 **Be able to support learners with sensory and/or physical needs to maximise learning**

Learning environment and equipment: learning environment eg displays, lighting, sound levels, noise, temperature, ventilation, comfort, space; range of resources eg visual stimuli, sensory stimuli, audio stimuli, sound, multi sensory environment

Teaching and learning materials: sources eg equipment lists, provision and selection of a range of materials, equipment to support the activity, ICT, instruments; relevant to need

Participation: provision eg appropriate activities and resources, knowledge of how to use equipment, policies of setting, behaviour management, inclusion, equal opportunities, special needs, curriculum, staff deployment, adapting own behaviour and communication for pupils as appropriate, needs and abilities

Specialist equipment: use of eg modelling, demonstrate use of specialist equipment, physical condition, mental capacity, observe, coach, practice, appropriate intervention, highlight performance, balance between enabling pupils to be challenged and supporting pupils, extension tasks, activities, opportunity

Pupils' self-esteem and independence: techniques eg acknowledge, encourage, attentive, variety, breadth of activities, participation, incentives, rewards, attendance, additional explanations, praise positive behaviour, facial expressions

4 **Be able to implement structured learning programmes for children and young people with sensory and/or physical needs**

Contribute to planning structured learning programmes: ways eg curriculum, statement of Special Educational Need, individual learning plan, planning eg based on achievements, strengths and weaknesses relating to sensory and/or physical need, skills, using SMART principles, preferred learning styles, differentiation, knowledge of pupil needs, recording concerns about a pupil's development, monitoring progress

Plan delivery of structured learning programmes to: minimise distractions eg intolerable senses, behaviours, experiences, environment, focus; minimise disruptions eg consistent, parameters, time, emotions, behaviour management; timing eg personalised, timetable, time of the day, before or after medication, before or after lunch or food; relaxed; attitude towards learning

Flexibility in implementing structured activities: eg meet need, adapt, medical condition, deterioration, unpredictable, emotions, explosive, exaggerated reactions, behaviour, difficulty in accepting boundaries, mobility

Structured activities as agreed with children, young people and others: impact eg motivating, encouraging pupils to make positive choices about their own learning and take responsibility for their choices, engage in learning activities, use of appropriate feedback, sharing learning goals, encouraging expression of needs and ideas about learning eg involve pupils in self-assessment, negotiate challenging targets, encouraging children to set some of their own

Essential guidance for tutors

Delivery

Some of the knowledge and understanding for this unit may come from learner research or practical work experience, whilst some will be gained in the classroom or from observed practice in a work placement. In delivering this unit, tutors should support learners in developing their ability to support pupils with sensory and/or physical needs to enable them to engage positively with the learning experience. Learners would also benefit from the opportunity to develop their expertise with the support of a lead professional.

Delivery will involve a mixture of tutor input, with guidance for learners on the choice of appropriate materials to support the activities which may vary enormously depending on the activity. Use of DVD/video materials, where possible, would complement delivery, particularly for those learners who do not have permanent access to a setting or have limited access to a setting. Learners will benefit from the opportunity to observe experienced practitioners modelling best practice. This insight into how to support learners demonstrating sensory and/or physical needs effectively could also be achieved by using videos or perhaps viewing relevant programmes shown on Teachers TV for example. Relevant sections of frameworks and policies for the learner's country could be consulted. In England, for example, National Strategy documents could be consulted for information and guidance, for example the Special Needs Code of Practice and Common Core of Skills and Knowledge for the Children's Workforce and Safer School Partnerships (Child and Young Person Development, Safeguarding and Promoting the Welfare of the Child).

Learners should be encouraged to read relevant organisational documents for a specific activity in their country as well as key national policies. Visiting specialist speakers would enhance learner experience significantly in relation to the nature and challenges presented by specific sensory and/or physical needs and associated medical conditions.

When delivering learning outcome 1 tutors may choose to identify a variety of conditions and work with a group of learners to research these and share their knowledge across the group. The tutor may invite lead professionals to share their knowledge and expertise to develop learner understanding and ability to explain the special educational needs of pupils with sensory and/or physical conditions with whom they work in the setting. In doing so tutors could also satisfy delivery of learning outcome 2.

Learning outcomes 3 and 4 could be achieved by using video material, or activity observation, and asking learners to observe and record outcomes and the extent to which pupil needs have been met. Reflection on the case study material could then inform a discussion about how to support pupils with sensory and/or physical needs effectively to maximise learning including the layout of the learning environment and the equipment or materials used and how they could have been improved. Learners could be engaged in creating additional materials of their own that could be used with pupils from their own workplace setting to encourage them to consider how to develop and use appropriate teaching and learning materials. Tutors may wish to engage learners in considering how to encourage pupils from their workplace to actively participate and support them in using specialist equipment in a way that ensures they develop their confidence to tackle challenging tasks and

learning activities. Similar support may be needed to enable learners to contribute to planning and delivering structured learning programmes in the setting.

Appropriate work experience is required for all learners in order to undertake delivery of the extra-curricular activities as well as preparing for and closing the activities in this unit.

Assessment

Assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2 and 4.4 must be assessed in the workplace.

Suggested assessment activities

Assessment evidence for this unit requires explanation and understanding and this is best completed in the early stages of assessment. Learners should supplement their evidence for learning outcome 1 with descriptions or examples of practical work where possible. Evidence could come, for example, from activities learners have undertaken on their work experience.

Learners could evidence their knowledge and understanding of the special educational needs of pupils with sensory and/or physical needs in the form of a briefing or presentation for others who work with them, for example a staff training session. Both methods would enhance the experience of learners and develop their in presenting information or communicating verbally to other audiences. A briefing paper or PowerPoint presentation, for example, must demonstrate that learners understand the conditions and the effect that progressive conditions, chronic illness and pain can have on the learning experience and how medication taken by children and young people may impact on their abilities and responsiveness.

A similar presentation of learner evidence could be used to satisfy learning outcome 2. Learners could create a briefing paper or presentation for delivery to a small group of professionals likely to be involved in working with children or young people in their working environment, or for a new member of staff. This task will provide opportunities for them to explain the particular sensory and/or physical educational needs of the children and young people with whom they will work. Learning outcome 2 could also be achieved using a case study of children or young people from their workplace setting that is then developed to address learning outcomes 3 and 4. The case study could be presented as a portfolio of evidence that includes the information learners obtained about the individual needs and capabilities of the children and young people with whom they work. This could be supplemented with expert witness statements that evidence how they adapted the layout of the environment and equipment or materials. The portfolio should include evidence of how learners adapted the learning experiences to meet the needs of individuals and enabled children and young people to use specialist aids and equipment as and when appropriate.

Learners must demonstrate their ability to support the needs of children and young people and those with special educational needs. Evidence for these Assessment Criteria, 3 and 4, could be supported with examples of planning documents, observation checklists and timelines as well as records of their own actions in terms of promoting pupil self-esteem and independence. Witness statements or observations of learners working to deliver structured learning programmes will be admissible. Alternatively, learners may wish to submit a storyboard or log that sets out how they implemented structured learning programmes and activities for children and young people with sensory and/or physical needs and minimised distractions and disruptions.

Essential resources

As this is a work-based programme, all learners will either be directly involved in working as part of a team or have access to situations or schools/organisations where adults work in teams to support teaching and learning activities. All learners will need an opportunity to participate in a team activity within the teaching and learning environment.

Indicative resource materials

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Morgan J – *How to Be a Successful Teaching Assistant* (Continuum International Publishing Group Ltd, 2007) ISBN 9780826493286

Reynolds T and Dombeck M – *Sensory Integration* Updated: Feb 14th 2006

Richards G and Armstrong F – *Key Issues for Teaching Assistants: Working in Diverse and Inclusive Classrooms, 1st Edition* (Routledge, 2007) ISBN 9780415434256

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
qualifications.pearson.com	Pearson
www.education.gov.uk	Department for Education
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
www.hse.gov.uk	Health and Safety Executive

www.open.ac.uk			The Open University

www.tda.gov.uk			The Training and Development Agency for Schools

www.teachernet.gov.uk		Teachernet

Unit 28: Develop Interviewing Skills for Work With Children and Young People

Unit code: L/601/1337

Level 3: Specialist

Credit value: 3

Guided learning hours: 21

Unit aim

The aim of this unit is to provide the learner with the skills and knowledge to enable them to conduct effective interviews with children and young people in the context of supporting their learning and development.

Unit introduction

This unit develops the skills of those whose role requires them to conduct one-to-one interviews with children and young people. The interview could be for a variety of purposes such as agreeing learning goals or targets or identifying barriers to learning and agreeing appropriate solutions.

Learners achieving this unit will understand the differences between types of interviews (structured, unstructured and semi-structured) and how to plan for these. Learners will understand the importance of developing positive relationships with those they are interviewing and will be supported to develop effective communication techniques, such as questioning, active listening, summarising and clarifying, that will help achieve the desired outcomes.

Ensuring that the outcomes of the interview are properly recorded and the information shared appropriately, and within confidentiality protocols, and data protection legislation is also covered in this unit.

Learners will complete the unit having learned how to understand the process of preparing for and planning interviews, to conduct an interview with individual children or young people and implement interview follow-up procedures.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Understand the process of preparing for and planning the interviews	1.1	Identify why it is important to plan for the interview
		1.2	Explain the components of the interview planning process
2	Be able to conduct the interview with individual children or young people	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
3	Be able to implement interview follow up procedures	3.1	Identify the interview follow-up procedures
		3.2	Implement interview follow-up procedures

Unit content

1 **Understand the process of preparing for and planning the interviews**

Plan for the interview: factors eg maximise use of time, build trust and respect through being well prepared, put child or young person at ease through calm and well-ordered environment, have access to information and records to advise appropriately on available options

Components of the planning process: components eg ensure time and date suitable for child or young person and any others to be present (parents, carers, learning support assistant where child or young person has physical, language or other needs), secure appropriate meeting room (privacy, sufficient size, table, chairs, lighting), check access requirements if necessary, make sure child or young person and any other attendees are aware of the purpose of the interview and are made aware of any preparation needed, obtain records relevant to topic of interview (previous interview notes, subjects being studied, test results, teacher's views), check options available to child or young person and be aware of sources of additional information, prepare interview documents (questions and topics) and way of recording outcomes

2 **Be able to conduct the interview with individual children or young people**

Use appropriate communication skills: techniques eg recognise child or young person as an individual, value diversity, show honesty, respect, integrity, confidentiality, empathy, communicate effectively eg active listening, give supportive and realistic responses to children and young people's questions, ideas, suggestions and concerns, responses appropriate to age/stage of development of child/young person, answer questions honestly, sensitive responses to concerns, support children and young people in making choices for themselves, discuss targets

Provide relevant information: information eg purpose, own role and the contribution the child or young person is expected to make, duration of interview, how outcomes will be recorded, who information will be shared with, what will happen next

Conduct the interview: actions eg questioning, active listening, select and present information relevant to needs, summarise, use feedback to confirm understanding and provide reassurance, help child or young person to identify goals that are specific, positive, achievable, capable of being broken down into small steps, agree actions with child or young person, agree progress review dates

Record details: record eg policies and procedures for sharing and recording information, data protection, action to be taken in the event of a suspected child protection situation, reporting concerns, lines of reporting, information sharing, confidentiality, accurate, objective, appropriate language

3 **Be able to implement interview follow up procedures**

Identify follow up: procedures eg times/dates of follow-up discussions, find additional information not available during interview, referrals, meetings with internal or external adults, reporting concerns, feeding back to colleagues, making arrangements for child/young person (eg work placements, visits)

Implement follow-up procedures: actions eg arrange follow-up meetings ensuring child/young person aware of purpose and expectations of them, share additional information as agreed, feedback to colleagues on outcomes, within policies for confidentiality and information sharing, report any safeguarding concerns in line with school policies, undertake any follow-up actions agreed and keep child/young person informed appropriately

Essential guidance for tutors

Delivery

The unit could be delivered through a combination of tutor input, individual/small-group research followed by presentations, and the use of case studies, visits or guest speakers. Active learning techniques should be used as much as possible, and learners should be encouraged to share their experiences of working in schools and other relevant employment situations.

Learners will need opportunities to develop their confidence in interviewing children and young people. Activities such as analysis of DVD/videos followed by discussions and debate contribute to an understanding of the skills required for effective practice. Role play with peer observations and feedback will help learners to practise the skills and strategies required in different situations with children young people and adults.

Learners could design a format for assembling the evidence required for this unit.

Learners should be introduced to the current national legislation for confidentiality and data protection which can be accessed from relevant government department websites. Learners should be given the opportunity to look at a range of school policies and procedures for confidentiality and data protection and consider how these may impact on working practices, such as recording and sharing information acquired through the interview process. It is essential that learners know the situations when confidentiality must be breached to safeguard children and young people.

Learners could explore the different contexts in which interviews might take place and the different types of interviews that might be relevant to each, to include structured interviews, open-ended and semi-structured. Discussion should include the type of preparation appropriate to each type of interview type. Role play based on tutor-provided scenarios could help learners to explore the different techniques further. Techniques should include active listening, closed and open questioning, summarising and clarifying, giving feedback and agreeing actions and goals.

Learners also need to recognise the importance of establishing a positive relationship with the pupil they are interviewing. There are links between this unit and *Unit 1: Communication and Professional Relationships With Children, Young People and Adults and Unit 2: Develop Professional Relationships With Children, Young People and Adults.*

Assessment

Learning outcomes 2 and 3 must be assessed in the workplace, following the Skills for Care and Development assessment principles which require observation to be a main source of evidence.

Where learners are also taking *Unit 2: Develop Professional Relationships With Children, Young People and Adults*, opportunities may exist for assessors to find evidence that meets assessment criteria in both units.

Suggested assessment activities

For learning outcome 1 learners could provide a description of why it is important to plan ahead for interviews, together with an explanation of the components of the interview planning process for the kinds of interviews they conduct in their school.

Learners must be assessed directly on workplace performance for learning outcomes 2 and 3 to demonstrate their competence in conducting interviews with children and young people. Evidence will need to be provided of the learner:

- using appropriate communication skills to encourage the participation of and engagement with the child or young person

- providing information about the interview to the child or young person

- conducting the interview in a way that meets the intended outcomes

- recording details of the interview in line with school protocols and legislation relating to confidentiality and data sharing

- knowing the actions and follow-up procedures after the interview

- undertaking the appropriate follow up actions.

All the assessment criteria for this unit may be supported by a diary or logbook which may include professional discussions and evidence of activities, as well as work-generated evidence such as completed interview record forms. Direct assessor observation may be supplemented with witness testimony, especially where interviews may be of a sensitive or confidential nature and not, therefore, appropriate for third-party observation.

Essential resources

As this is a competence-based unit, learners must be directly involved in interviewing children or young people.

It is essential that learners have access to an appropriately qualified person to deliver this unit.

Indicative resource materials

Textbooks

Dunhill A, Elliott B, & Shaw A – *Effective Communication and Engagement with Children and Young People, their Families and Carers (Creating Integrated Services)* (Learning Matters, 2009) ISBN 9781844452651

Foley P & Leverett S – *Connecting with Children: Developing Working Relationships* (The Policy Press, 2008) ISBN 9781847420589

Kamen T– *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3, 2nd Edition* (Hodder Education, 2008) ISBN 9780340959381

Fielding A, Reid H – *Providing Support to Young People: A Guide to Interviewing in Helping Relationships* (Routledge) ISBN 9780415419604

Journals

Pastoral Care in Education (Routledge)

Times Educational Supplement (TES)

Websites

www.education.gov.uk	Department for Education
www.ncb.org.uk/default.aspx	National Children's Bureau
www.teachernet.gov.uk	Teachernet
www.teachers.tv	Teachers TV
www.tda.gov.uk	The Training and Development Agency for Schools

Unit 29: Facilitate the Learning and Development of Children and Young People Through Mentoring

Unit code: T/601/1381

Level 3: Specialist

Credit value: 4

Guided learning hours: 30

Unit aim

This unit describes the skills and knowledge required to identify the learning and development needs of children and young people and help them express their goals and aspirations. It also describes the application of those skills and knowledge to the practice of mentoring individual children or young people to enable them to achieve identified and agreed outcomes. Reviewing the effectiveness of the mentoring process is also an important outcome of the unit.

Unit introduction

Learners will demonstrate an understanding of the skills required to support and encourage children and young people to manage their own learning so they can maximise their potential, develop their skills and improve their performance.

Mentoring is a powerful personal development and empowerment tool. Learners will develop the ability to manage a relationship based on mutual trust and respect that will help the child or young person think about their learning and progress and act in a way that enables them to improve. Learners will support a mentee to plan for their learning and development by asking questions and challenging, while providing guidance and encouragement.

On completion of the unit learners will be able to understand how to facilitate the learning and development needs of children and young people through mentoring, support children and young people to address their individual learning and development needs, promote the wellbeing, resilience and achievement of individual children and young people through mentoring and review the effectiveness of the mentoring process.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to facilitate the learning and development needs of children and young people through mentoring	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
2 Be able to support children and young people to address their individual learning and development needs	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
3 Be able to promote the wellbeing, resilience and achievement of individual children and young people through mentoring	3.1 Explain the importance of promoting the wellbeing, resilience and achievement of children and young people through mentoring
	3.2 Demonstrate mentoring strategies and activities with children or young people that support their wellbeing and resilience
4 Be able to review the effectiveness of the mentoring process	4.1 Assess the progress of individual children or young people against their action plans, suggesting improvements
	4.2 Evaluate the effectiveness of the mentoring process in facilitating the learning and development of the individual children or young people

Unit content

1 **Understand how to facilitate the learning and development needs of children and young people through mentoring**

Interpersonal and communication skills: range eg encouraging pupils' participation in making decisions and choices, negotiating with pupils according to age and stage of development eg asking questions, encouraging pupils to express ideas and suggestions; supporting pupils' development of thinking skills, showing respect for individuality, openness, confidentiality, listening, maintaining interest, adapting strategies for different learning needs and styles, clear communication, interact, engage, verbal, physical, emotional responses, respect, value

Impact of learning styles and methods: achieving outcome; techniques eg expression, preferred learning style, context of learning, structure, clarity, stage related, collaborative learning, accelerated learning, gifted and talented

2 **Be able to support children and young people to address their individual learning and development needs**

Goals and aspirations: ways to identify eg communication, one-to-one interviews, discussion, prompt, question, involvement in design, delivery and evaluation of services; assessment of outcomes, self-assessment, areas for improvement, encourage pupil talk, confidence, learning by doing

Removing barriers to achievement: identify eg successes, challenges, impact on pupil achievement, participation, engagement, feedback checklists; ways eg individual discussion, group discussion, consider options, alternative approaches, different learning strategies, learning styles, different curriculum

Action plan: techniques eg individual action plans*,* setting out clear short, medium and long-term goals, identify resources needed to achieve goals, additional support needed by the child or young person to achieve the goals, work with support workers, teachers, parents, carers, reviewing achievement, revising goals, SMART targets

3 **Be able to promote the wellbeing, resilience and achievement of individual children and young people through mentoring**

Promoting wellbeing, resilience and achievement: types eg emotional, physical; encourage pupil engagement eg talk, readiness to learn, attitudes to learning, responsibility for learning, motivation, stress management, self-esteem, determination, aspiration, competencies and skills to make informed choices, make own decisions, cope with difficulties and challenges, gain confidence

Mentoring strategies and activities: evidence eg value achievement, evaluate goals, review targets, praise, appropriate/sufficient physical resource, appropriate learning environment, parent, carer/peer support

4   **Be able to review the effectiveness of the mentoring process**

Progress against action plans: evidence eg achievement against action plans, performance data, targets, consultation, periodic assessment against expectations, track progress, achieve full potential, evaluate, areas for improvement, interview, judgements, review, support learners, SMART targets

Effectiveness of the mentoring process: evidence eg reflect on experience of supporting, targets met, range of strategies used, questioning of learners, feedback given, self- assessment feedback, peer feedback from learners, teacher feedback, strategies eg successful, unsuccessful, alternative, evaluate impact

Essential guidance for tutors

Delivery

Some of the knowledge and understanding for this unit may come from learner research or practical work experience, whilst some will be gained in the classroom or from observed practice in a work placement. In delivering this unit, tutors should support learners in developing their understanding of the issues affecting children and young people's learning and provide support to them. Tutors will need to inform learners about the interpersonal and communication skills required to facilitate learning and explain how different learning styles and methods impact on learning and development. Learners could research the variety of learning styles and approaches to teaching and learning that may be employed and then share their research within a group of learners to encourage them to articulate to others how to use a range of learning strategies. This will enable them to practise their communication skills in the areas of expertise they will be required to demonstrate when working with children and young people. The research findings could then be enhanced by inviting visiting speakers to share aspects of their work that address aspects where learner knowledge would benefit most from improvement.

To understanding how to support children and young people through mentoring learners' will need to develop the ability to prompt and encourage children and young people to express their goals and aspirations, identify ways of removing any barriers to achieving them and develop an action plan to address their learning and development needs. This could be achieved by requiring learners to mentor each other in learning a new task. This would also allow tutors to use the strategy to enable learners to demonstrate mentoring strategies and activities that support wellbeing and resilience and provide an opportunity to discuss the importance of promoting wellbeing, resilience and achievement as part of the mentoring process. Tutors may need to inform learners about techniques for mentoring children and young people to take responsibility for their own health, safety and wellbeing.

Being able to review the effectiveness of the mentoring process is an essential element of this unit. For learning outcome 4, learners need to assess the progress of individual children or young people against their action plans and suggest improvements. This could also be achieved as part of mentoring a fellow learner in learning a new task. It would also enable learners to understand the experience of being a mentee which would be helpful in developing their skills. It could also be used to inform a discussion about how to evaluate the effectiveness of the mentoring process in facilitating learning and development because the mentee could share feedback with their mentor.

Appropriate work experience is required for all learners in this unit.

Assessment

Learning outcomes 2.1, 2.2, 2.3, 3.1, 3.2, 4.1 and 4.2 must be assessed in a real work environment.

Suggested assessment activities

Learning outcome 1 requires explanation and understanding as part of the assessment evidence for this unit. The first learning outcome will need to be completed in the early stages of assessment. Evidence could come, for example, from activities learners have undertaken on their work experience. Learners could evidence their knowledge in the form of a briefing or presentation a staff training session or to new members of staff for example. A briefing paper or PowerPoint presentation must evidence learner understanding of the relevant interpersonal and communication skills required to facilitate learning and involve them in explaining how different learning styles and methods impact on learning and development.

To achieve learning outcomes 2 and 3 learners must demonstrate how they have used mentoring to enable children and young people to address their individual learning and development needs. This evidence could be presented as a case study, diary or learning log that explains how they worked with children or young people to encourage them to express their goals and aspirations and then supported them to identify challenges and remove barriers to improvement. The action plans developed to address the individual learning and development needs of the children or young people could also be included as evidence for learning outcome 2. A diary of personal reflections and actions that illustrate how learners assessed the progress of their 'mentees' against the agreed action plans could supplement these plans, as could any subsequent annotated action plans or notes, to evidence how the learner used information about progress to make suggestions for improvements. Learning outcome 3 requires learners to promote the wellbeing, resilience and achievement of individual children and young people through mentoring. An explanation of the importance of promoting this could form part of the briefing mentioned previously. Learner ability to deliver mentoring strategies and activities that support wellbeing and resilience could be demonstrated within the case study, diary or personal learning log.

Learners could also evaluate the effectiveness of the mentoring process within the learning log for example. Personal reflections on the experience and considerations of alternative strategies they might use in future would contribute to evidencing their ability to review the mentoring process to ensure that all children and young people realise their potential. Learners could include samples of letters they produced, reward schemes, certificates and accounts of engagement with children and young people as part of their evidence base and witness statements could be used to confirm how they demonstrated their ability to support mentoring activities.

Essential resources

As this is a work-based programme, all learners will either be directly involved in working as part of a team or have access to situations or schools/organisations where adults work in teams to support teaching and learning activities. All learners will need an opportunity to participate in a team activity within the teaching and learning environment.

Indicative resource materials

Textbooks

Brookes G – *The Complete Guide for Teaching Assistants in Secondary Education* (Continuum International Publishing Group Ltd, 2008) ISBN 9780826499066

Burnham L and Diaz L – *Interactive Tutor Resource for Teaching Assistants: S/NVQ Levels 2 and 3* (Heinemann Educational Publishers, 2007) ISBN 9780435117252

Cheminais R – *Every Child Matters: A Practical Guide for Teaching Assistants, 1st Edition* (David Fulton Publishers Ltd, 2008) ISBN 9780415458164

Diaz L and Burnham L – *S/NVQ Level 3 Teaching Assistant's Handbook: Secondary Schools, 2nd Edition* (Heinemann, 2008) ISBN 9780435449391

Hryniewicz B – *Teaching assistants: The Complete Handbook, 2nd Edition* (Adamson Publishing, 2007) ISBN 9780948543029

Kamen T – *Teaching Assistant's Handbook, 2nd Edition* (Hodder Arnold, 2008) ISBN 9780340959381

Lang R – *The Art of Positive Communication* (Nasen/David Fulton, 2005) ISBN 9781843129675

Megginson D and Clutterbuck D – *Further techniques for coaching and mentoring* (Butterworth Heinemann, 2009) ISBN 9780750652872

Morgan J – *How to Be a Successful Teaching Assistant* (Continuum International Publishing Group Ltd, 2007) ISBN 9780826493286

Richards G and Armstrong F – *Key Issues for Teaching Assistants: Working in Diverse and Inclusive Classrooms, 1st Edition* (Routledge, 2007) ISBN 978041434256

Websites

The European Mentoring and Coaching Council (EMCC) – established to promote best practice and ensure that the highest possible standards are maintained in the coach/mentoring relationship

http://www.emccouncil.org   European Mentoring and Coaching
                                             Council (EMCC)

Unit 30: Improving the Attendance of Children and Young People in Statutory Education

Unit code: M/601/1377

Level 3: Specialist

Credit value: 5

Guided learning hours: 40

Unit aim

This unit is about improving attendance of children and young people in statutory education. It is suitable for those in educational welfare services but could also be suitable for other contexts.

Unit introduction

The unit explores the importance of working together with parents to improve the attendance of children and young people. Learners will consider the factors that can have a positive or negative impact on attendance and, by the end of this unit, they will understand how to minimise them.

Learners will gain a good understanding of the local and national frameworks within which they must operate and will develop the skills and knowledge required to enable them to respond professionally to a broad range of situations and implement a variety of strategies to raise standards of attendance in the setting.

Learners will be equipped with the skills they need to analyse attendance figures and patterns and interpret these figures to plan for and monitor improving the attendance of individuals, groups and whole schools.

On completion of this unit learners will understand the factors that impact on the attendance of children and young people in statutory education, their own role and those of others in improving attendance, be able to use attendance data to inform strategies and plan for improvements in the attendance of children and young people and be able to support work with children, young people, their carers or families to improve attendance.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand the factors that impact on the attendance of children and young people in statutory education	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
2 Understand the role of individuals and agencies in improving attendance of children and young people in statutory education	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
3 Be able to use attendance data to inform strategies and plans to improve attendance of children and young people in statutory education	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
4 Be able to support work with children, young people and families to improve attendance according to role and responsibilities	4.1	Support engagement with children, young people and their families to address attendance issues
	4.2	Demonstrate in own practice ability to support planning and monitoring activities to improve attendance
	4.3	Liaise effectively with other agencies to improve attendance of children and young people in statutory education

Unit content

1 **Understand the factors that impact on the attendance of children and young people in statutory education**

   Attendance of children and young people: factors eg health, illness, bullying, housing, care arrangements, caring for others, young carer, transport to and from school, work, money, truancy, disability or special educational needs, code of dress, mobility, mental health problems, religious observance

   Absence minimised: factors eg quality of teaching and learning, welcoming, stimulating curriculum, contact with parents, carers, increase parent or carer understanding of legal requirements, helping family members to take part in activities, bringing children to school, methods of travel to school, rewards for attendance outside of school

2 **Understand the role of individuals and agencies in improving attendance of children and young people in statutory education**

   Agencies improving attendance: impact eg improvements in attendance, change in attendance patterns, review, comparison against local and national norms, schools in similar context

   Individuals improving whole school attendance: roles eg responsibilities, named personnel, teachers, support workers, pastoral carers, home school liaison, special educational needs coordinator (SENCO), education psychologist, school attendance officer, Parent Support Advisers, Education Welfare Service, school first aider, Children's Services, Social Services, Traveller Education Service; Children's Education Advisory Service (CEAS)

   Strategies to improve attendance: types eg buddy schemes, mentoring, counselling, part- time schooling, different curriculum, extended work experience, college, voluntary work or outdoor activities; Pastoral Support Plans (PSPs); encourage; motivate; rewards; certificates, fast track to attendance programme, parenting contract; Common Assessment Framework (CAF), School Attendance Order, Penalty Notices, Education Supervision Order, court, Parenting Order

3 **Be able to use attendance data to inform strategies and plans to improve attendance of children and young people in statutory education**

   Data on attendance: attendance data eg individual, groups, classes, whole school, number of absences, prolonged absences, registers

   Patterns of attendance: patterns eg non-attendance, days, authorised, unauthorised, short term, long term

   Store data records: comply with eg national, local regulation, timeframes, disclosure; records eg registers, absence notes, ICT

Development of strategies and plans: using eg patterns of non-attendance, observation, supplementary information, school records, plan, set targets, individuals, groups, years, whole school, timeframes, rewards

4 **Be able to support work with children, young people and families to improve attendance according to role and responsibilities**

Engage to address attendance issues: ways eg role model, parenting classes, parent engagement, briefings, information for parents, attendance diaries, parent evenings, back to school days, rewards

Support planning and monitoring activities: ways eg understanding school strategies for planning, monitoring, reviewing, own responsibilities in contributing to review of attendance, plans for individuals briefings, information for parents, expectations, contract with parents, home-school agreement

Other agencies: ways eg planning for each pupil's individual requirements with others, seeking help, specialist local and national support, information for pupils and their families/carers, collaborative approach, partnership with parents and carers, awareness of issues, transcripts of conversations

Essential guidance for tutors

Delivery

Some of the knowledge and understanding for this unit may come from learner research or practical work experience, whilst some will be gained in the classroom or from observed practice in a work placement. The unit gives learners an overview of how to improve the attendance of children and young people.

Mechanisms for delivery could include learners working together in groups to develop a group response to case studies that illustrate how to work in partnership with children and young people, their parents or carers and other agencies to engage them in improving attendance. Learners could also be given scenarios where they need to identify the barriers or challenges that prevent the development of good attendance habits and discuss and identify how they would support those children and young people. This may involve learners in researching a range of strategies, and it will engage them in applying their findings to each situation. Working in this way learners will be engaged in the experience of working together, collaboratively, to reach an agreed response. Learners could be allocated roles and responsibilities to represent different 'partners', parents or carers and role play, when working on aspects of a case study, and craft a group response to the tasks set. The role play will enable the tutor to encourage learners to explore the roles of different agencies in improving attendance and explain the role of key individuals in improving whole school attendance. These collaborative activities could result in the creation of an agreed list of strategies that learners can use in their workplace setting.

Learners are required to demonstrate their ability to support work with children, young people and families, parents or carers to improve their attendance in learning outcome 4. By using appropriate case studies tutors will be able to develop learner understanding of the skills needed to deliver support and they can be encouraged to explore how to monitor attendance patterns at an individual, group and school level and use their findings to plan for further improvements in partnership with external agencies.

Learning outcome 3 may require tutor input as learners are required to use attendance data to inform strategies and plans to improve attendance of children and young people in statutory education. Tutors may need to guide learners in the analysis of attendance data, the observance of patterns and the use of target setting at a whole school, group and individual level. Learners may benefit from a presentation from an existing practitioner about they interpret and use data to inform their work.

Assessment

Assessment criteria 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, and 4.3 must be assessed in the workplace setting.

Suggested assessment activities

Some of the assessment evidence for learning outcome1 requires description and explanation. Evidence could come, for example, from activities learners have observed or undertaken on their work experience.

Learners should summarise the factors that can affect the attendance of children and young people and explain how they can be minimised. This could be a briefing for colleagues, parents, or for representatives of outside agencies. As part of the brief learners could describe the range of strategies and techniques that can be used to improve the attendance of individual children and young people, and whole school attendance, as well as explain the role of key individuals in this process. This would address elements of learning outcomes 1 and 2 both of which will need completing early in the assessment process. Depending on the intended audience for the presentation learners could also evaluate the role of different agencies in improving the attendance of children and young people in statutory education. This element of learning outcome 1 could also be addressed as a piece of written work or as an explanation about how the learner will work with parents and other agencies to improve attendance.

Learners could submit their personal analysis of attendance data from the setting in which they work as part of their evidence base for being able to use attendance data to inform strategies and plans to improve attendance. Learners must also evidence that they know the requirements for the storage of data, which again could be presented as written work or an information sheet for colleagues or a newly appointed staff responsible for improving attendance. Learners must demonstrate how they have used data to contribute to the development of strategies and plans to improve attendance and this could take the form of a case study where learners keep a diary of personal reflections and actions that illustrate how they interpreted the attendance data and considered the strategies they might employ, explain the rationale they used to plan their interventions and a summary of how this reduced persistent absence in either the school, within a group of identified children and young people or a targeted individual. Learners could include samples of letters they produced, reward schemes, certificates and accounts of engagement with other professionals or parents to support their evidence. The case study may satisfy both learning outcomes 3 and 4. The case study could explain and illustrate how learners supported work with children, young people and families to improve attendance according to their role and responsibilities within the setting. Witness statements could be used to confirm how they demonstrated their ability to support planning and monitoring activities.

Learners will need to evidence how they worked with parents to overcome any barriers to attendance and sustained the improved attendance of children and young people.

Essential resources

As this is a work-based programme, all learners will either be directly involved in the monitoring the attendance of children and young people in the workplace setting.

It is strongly recommended that this unit is taught by a tutor that has appropriate experience in monitoring the attendance of pupils in schools.

Indicative resource materials

Government papers

The Department for Education have a number of relevant publications and guidance documents that are available from their website.

Absence and Attendance Codes – Guidance for Schools and Local Authorities, 2008

Effective attendance practice in schools: An overview: The document provides an overview of the themes that schools have found useful in relation to school attendance.

Effective attendance practice in schools: Advice for governors: The document sets out some approaches based on effective practice, followed by schools that have made improvements in attendance.

Ensuring Children's Right to Education: Guidance on the legal means available to secure regular school attendance, 2008 (DFES-00529-2007)

Ensuring Regular School Attendance – Guidance on Education-related Parenting Contracts, Parenting Orders and Penalty Notices, 2007 (00530-200 BKT-EN)

Guidance on the attendance of pupils with special education needs (SEN): The new guidance on the attendance of pupils with SEN has been produced to support head teachers, governors, school, Children's Services attendance leaders and all personnel working in special and mainstream schools which contain pupils with SEN. This document aims to help schools to improve levels of attendance of pupils with SEN.

Improving attendance: Guidance for academies: This identifies effective practice that academies may wish to adopt when considering attendance policy and practice.

Improving attendance and reducing persistent absence: This good practice manual is intended to help schools gain the understanding and tools to improve attendance and reduce persistent absence.

Keeping Pupil Registers – Guidance on applying the Education Pupil Registration Regulations, 2008

The Advisory Centre for Education (ACE) is a national charity that provides advice and information to parents and carers on a wide range of school based issues including attendance. Advice on a wide range of issues relevant to working with parents can be found on their website www.ace-ed.org.uk

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.education.gov.uk	Department for Education
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
qualifications.pearson.com	Pearson

www.tda.gov.uk   The Training and Development Agency for Schools

www.teachernet.com   Teachernet

Unit 31: Provide Information and Advice to Children and Young People

Unit code: A/601/1334

Level 3: Specialist

Credit value: 3

Guided learning hours: 22

Unit aim

The aim of this unit is to provide the learner with the skills and knowledge to enable them to provide accurate, up-to-date and impartial information and advice to children and young people, to enable them to make an informed choice about their future.

Unit introduction

Raising the participation age will bring new challenges for the provision of information and advice to children and young people to help them make the right learning and career choices. Young people will be required to continue in education or training until their 17th birthday from 2013, and until their 18th birthday from 2015. Access to good quality, comprehensive and impartial information and advice is key to helping young people make the choices that are right for them in relation to learning and their personal lives.

Support staff in schools are increasingly involved in supporting pupils as they make decisions about the options available to them. It is vital that the information and advice children and young people receive is accurate and impartial. High quality support, delivered at an appropriate and relevant time, can help increase social mobility, prepare children and young people for a dynamic labour market and provide a vital link between personal aspiration and achievement.

This unit will provide learners with the knowledge and skills to contribute to providing high quality information and advice to the children and young people in their setting.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the role of practitioners in providing information and advice to children and young people	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
2 Be able to establish and address the information and advice needs of children and young people	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
3 Be able to provide children and young people with appropriate information and advice to enable them to make informed choices	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 content

1 **Understand the role of practitioners in providing information and advice to children and young people**

Accurate and up-to-date information and advice: benefits eg helps children and young people make the right learning and career choices, enables answers to questions and issues which can arise in personal lives; schools have a legal duty to provide comprehensive, up-to-date information on learning and career opportunities differentiated to meet their individual needs, locally, nationally and internationally

Provide impartial information and advice: ways eg advice and guidance from a range of people, within and outside school; topics eg personal wellbeing, economic wellbeing, financial capability, careers, sex and relationships, drugs, raise aspirations, timely, action planning as appropriate

2 **Be able to establish and address the information and advice needs of children and young people**

Participation of and engagement with children and young people: ensure eg information and advice is sensitive to the faith, cultural, and family; stereotypes and limited career aspirations are challenged, communications with young people are adapted to reflect the different needs of recipients, use of peer mentoring

Information that will best meet needs: types eg learning and career options, progression opportunities, labour market, financial support, sexual health, drugs; formats eg reflect ages, needs and abilities of young people; sources eg leaflets, websites, prospectus

Verify accuracy and currency: ensure eg information up to date, websites for updates, use central and local government and relevant agencies, circulation list for policy and information updates, newsletters, e-news, check with relevant organisations

Managing situations when pupil choices are different to those of their carers: reasons eg parents and carers often biggest influence on their children's choices, support parents and carers to understand options available, parents and carers need current and targeted information

3 **Be able to provide children and young people with appropriate information and advice to enable them to make informed choices**

Importance of making informed choices: reasons eg to succeed in education and continue participating in learning until the age of 18, make informed choices, prepare for working life, raise aspirations, fulfil potential, overcome barriers, prepare for jobs, global economy

Evaluate choices: ways eg identifying benefits, practicalities, barriers, progression opportunities, signpost additional sources of information and guidance, enable young people to consult with others eg training providers, personal advisers, teachers, parents and carers

Check understanding of the options: ways eg talk openly and honestly about experiences and aspirations, employ active listening skills, use feedback to confirm understanding, give supportive and realistic responses to questions, ideas, suggestions and concerns, respect, interest, provide clear advice and guidance

Record the interaction: ways eg apply the setting's policies and procedures for sharing and recording information, respect confidentiality, data protection, reporting concerns, lines of reporting, information sharing, confidentiality, accurate, objective, non-judgemental, use of appropriate language

Essential guidance for tutors

Delivery

The unit could be delivered through a combination of tutor input, individual/small-group research followed by presentations, and the use of case studies, visits or guest speakers. Active learning techniques should be used as much as possible, and learners should be encouraged to share their experiences of working in schools and in other relevant employment situations.

The tutor could explain the current policies regarding information, advice and guidance (IAG) including the statutory responsibilities of local authorities and the role of schools. Learners could also be introduced to the IAG strategy and the quality standards for young people's information, advice and guidance (IAG). Learners could discuss their own experiences at school of receiving information and advice and how well these met the standards.

The role of different practitioners in supplying IAG could be discussed as well as young people's entitlement to support based on need. Guest speakers, for whom learners could prepare questions, could explain their own role as well as when and how children and young people should be supported to access their services.

Learners could investigate sources of information useful to children and young people and those advising them, creating their own directory with useful websites, publications etc. and a summary of the kind of information to be found. Learners should discuss how they would ensure the information is up to date and accurate.

The role of parents and carers in influencing their children's choices should be explored, perhaps illustrated by case studies or video clips. Learners should be introduced to sources of information for parents and carers and discuss how and why parents can sometimes limit their children's choices and how to deal with this.

The tutor should also explore how discussions should be recorded and the legal and policy frameworks that govern information sharing, confidentiality and data protection.

Assessment

Learning outcomes 2 and 3 must be assessed in the workplace, following the Skills for Care and Development assessment principles which require observation to be a main source of evidence.

Where learners are also taking any of the following units, opportunities may exist for assessors to find evidence that meets assessment criteria in more than one unit:

Unit 2:   Develop Professional Relationships With Children, Young People and Adults

Unit 28: Develop Interviewing Skills for Work With Children and Young People

Unit 3:   Engage In Personal Development in Health, Social Care or Children's and Young People's Settings

Unit 37: Support Children and Young People to Develop, Implement and Review a Plan of Action

Unit 33: Support Children and Young People to Make Positive Changes in Their Lives.

Suggested assessment activities

For learning outcome 1 and assessment criteria 2.4 and 3.1, learners could provide an explanation of why it is important to provide accurate, current and impartial information and advice to children and young people and the role of practitioners inside and outside of the school in providing this. They should also explain the importance of supporting children and young people to make informed choices about their future and what to do when the views of parents and carers conflict with those of their children.

Learners must be assessed directly on workplace performance for learning outcomes 2 and 3 to demonstrate their competence in conducting interviews with children and young people. Evidence will need to be provided to show that the learner can encourage participation of and engagement with children and young people to establish their information and advice needs, select information appropriately and verify the accuracy and currency of the information before presenting it.

Learners will also need to record interactions with young people, which follow all organisational procedures and legal requirements.

Learners will need to show through the evidence produced that they can use appropriate communication skills to encourage the participation of and engagement with the child or young person to establish their information and advice needs by providing information from a range of sources according to the needs of the child or young person, ensuring that the information provided is accurate and up to date, supporting the young person to evaluate the options available to them, checking that the young person has fully understood the options available and recording details of the discussion in line with school protocols and legislation relating to confidentiality and data sharing.

All the assessment criteria for this unit may be supported by a diary or logbook which may include professional discussions and evidence of activities, as well as work-generated evidence such as completed records of discussions. Direct assessor observation may be supplemented with witness testimony.

Essential resources

As this is a competence-based unit, learners must be directly involved in providing information and advice to children or young people.

It is essential that learners have access to an appropriately qualified person to deliver this unit.

Indicative resource materials

Textbooks

Dixon A – *Which A Levels?: The Guide to Choosing Your AS and A Levels* (Lifetime Publishing, 2008) ISBN 9781904979319

Dunhill A, Elliott B & Shaw A – *Effective Communication and Engagement with Children and Young People, their Families and Carers* (Creating Integrated Services) (Learning Matters, 2009) ISBN 9781844452651

Fielding A, Reid H – *Providing Support to Young People: A Guide to Interviewing in Helping Relationships* (Routledge) ISBN 9780415419604

Foley P & Leverett S – *Connecting with Children: Developing Working Relationships* (The Policy Press, 2008) ISBN 9781847420589

Hodgson S – *A-Z of Careers and Jobs* (Kogan Page) ISBN 9780749459802

Kamen T – *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3, 2nd Edition* (Hodder Education, 2008) ISBN 9780340959381

Journals

Pastoral Care in Education (Routledge)

Times Educational Supplement (TES)

Websites

www.apprenticeships.org.uk	Apprenticeships
www.connexions-direct.com	Connexions
www.education.gov.uk	Department for Education
www.gotateenager.org.uk	Got a Teenager
www.iagworkforce.co.uk/site/iag/home	Information Advice and Guidance Workforce
www.ncb.org.uk/default.aspx	National Children's Bureau
www.sscalliance.org/	Alliance of Sector Skills Councils
www.teachernet.gov.uk	Teachernet - resources for teaching and learning
www.teachers.tv	Teachers TV
www.tda.gov.uk	The Training and Development Agency for Schools

Unit 32: Promote the Wellbeing and Resilience Of Children and Young People

Unit code:	F/600/9780
Level 3:	Specialist
Credit value:	4

Guided learning hours: 30

Unit aim

This unit provides the basis of knowledge, understanding and competence to support children and young people to be well and happy and to face the challenges they will encounter. It includes the promotion of health as well as promoting self-esteem and supporting children to recognise and value who they are

Unit introduction

This unit develops the knowledge, understanding and skills needed to promote children and young people's wellbeing and resilience. Learners taking this unit may be in a role where they provide pastoral support to children and young people, but this unit is relevant to all those providing direct support to children and young people in schools.

The unit will develop learner understanding of the factors that can influence children and young people's wellbeing and how practitioners can work to overcome negative influences.

Learners will be introduced to the concept of resilience and how children and young people can be supported to develop skills that will help them overcome challenges and adversity even in the face of setbacks and disappointments. They will recognise how lack of resilience can not only affect pupils' ability to learn and achieve in school but can also lead to negative outcomes as they move into adulthood.

After completing this unit, learners will know how to support children and young people to develop solutions to the issues and challenges they face and to make positive choices about their own health and wellbeing.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand the importance of promoting positive wellbeing and resilience of children and young people	1.1	Explain the factors that influence the wellbeing of children and young people
	1.2	Explain the importance of resilience for children and young people
	1.3	Analyse effective ways of promoting wellbeing and resilience in the work setting
	1.4	Describe ways of working with carers to promote wellbeing and resilience in children and young people
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	2.1	Explain why social and emotional identity are important to the wellbeing 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
3 Be able to provide children and young people with a positive outlook on their lives	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

Learning outcomes	Assessment criteria
	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
4 Be able to respond to the health needs of children and young people	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 wellbeing 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 wellbeing
	4.5 Record concerns about a child or young person's health or wellbeing following recognised procedures

Unit content

1 **Understand the importance of promoting positive wellbeing and resilience of children and young people**

Factors that influence wellbeing: factors eg secure family relationships, family breakdown, unstable families, more limited role of extended family, deprivation, mental and physical health of caregivers, inadequate income, SEN including emotional and behavioural difficulties and specific learning difficulties

Importance of resilience: benefits eg able to rise to challenges, ability to be resilient is often an indicator of future success as an adult, helps protect children against emotional and behavioural problems, violence and crime, teenage pregnancy, misuse of drugs and alcohol

Promoting wellbeing and resilience: ways eg taught curriculum, teaching social and emotional skills, showing empathy, interest, respect, modelling, giving praise for effort, active listening, correcting behaviour, not labelling the individual, inquiry-based and practical learning, encouraging pupils to consider the effects of their actions on others, test and stretch skills and abilities

Working with carers: ways eg recognise the importance of child–parent/carer relationships to children's wellbeing and resilience; consider how they frame feedback to parents and support them in encouraging their children to develop new skills and overcome setbacks, use of family learning programmes, home-school liaison ensuring parents/carers have information they need to support their child's learning, support of other professionals eg parent support advisers

2 **Understand how to support the development of children and young people's social and emotional identify and self-esteem in line with their age and level of understanding**

Social and emotional identity: explanation eg formation of self-identity is at the centre of the development of children's emotions, how children think of themselves directly affects ability to learn and achieve eg labelling themselves as 'stupid' or 'clever', can prevent persistence either because there seems no point or because they become afraid to fail, negative self-identity affects ability to form positive relationships and to learn, can be carried into adulthood

Recognise and value abilities, talents and achievements: ways eg know self-identity in children and young people is influenced by what happens around them, image of themselves comes from way others treat them, show respect and value children/young people's views, opinions, feelings, show you value their capabilities and strengths, positively reward effort and achievement

Involve children and young people in decisions: ways eg show respect for their views and opinions, support them to evaluate benefits and drawbacks of choices, use feedback to confirm understanding, give supportive and realistic responses to questions, ideas, suggestions and concerns, balance risk management and need for children/young people to extend and challenge themselves, allow children/young people to set their own limits within acceptable risks

Goals and targets: identifying goals eg specific, positive, achievable, capable of being broken down into small steps of achievement, build confidence and self-esteem, agree targets with child/young person ensuring that they provide a degree of challenge, use progress review to revise goals and/or provide additional support where necessary, celebrate achievements and provide support to help deal with disappointment, praise effort

3 **Be able to provide children and young people with a positive outlook on their lives**

Open, trustworthy, respectful and reliable: ways eg provide a calm and accepting environment where it is safe to talk openly and honestly about experiences and aspirations, value diversity and demonstrate acceptance of similarities and differences, show consistency in responses, help children/young people to identify the boundaries of acceptable and unacceptable behaviour

Solution-focused approach: purpose eg can help a child/young person identify what their goals or preferred future will look like when they have overcome their problems or challenges, can help the child/young person notice things in their lives that are going well or goals that are partly achieved, building confidence and the belief that they can improve other areas too, helps recognise transferable skills

Challenges and disappointments: responses eg acknowledge children/young people's feelings, support reflection on learning from challenges and disappointments, help break challenges down into small steps of achievement

Express feelings, views and hopes: ways eg be open and accepting, communicate openly, honestly, non-judgementally, demonstrate empathy, use situations, books to explore with children/young people how others may feel and how they would have felt in that situation

Impact of their own actions and behaviour: reflect on eg behaviour, feelings of others, solutions to help put things right, consequences of own actions

4 **Be able to respond to the health needs of children and young people**

Recognise, value and meet health needs: ways eg self-esteem, positive self-image in avoiding risky behaviour, talk freely about health concerns, promote healthy eating, participation in physical activity, promote healthy and realistic body image, use opportunities that arise to reinforce messages

Make positive choices about health needs: ways eg answer questions openly and honestly, identify possible risks and consequences, help identify sources of advice, information and guidance

Assess any risks or concerns: ways eg recognise signs and symptoms that children/young people's physical or mental health may be at risk, know when and how to refer to others, carry out risk assessments in line with organisational policy

Importance of informing relevant people: process eg procedure and policies for referral, know when and how to report concerns, action to be taken in the event of a suspected child protection situation

Record concerns: ways eg apply the setting's policies and procedures for sharing and recording information, respect confidentiality, data protection, information sharing, be accurate, objective, non-judgemental, use of appropriate language

Essential guidance for tutors

Delivery

The unit could be delivered through a combination of tutor input, individual/small-group research followed by presentations, and the use of case studies, visits or guest speakers. Active learning techniques should be used as much as possible, and learners should be encouraged to share their experiences of working in schools and other relevant employment situations.

The tutor could begin by exploring learner understanding of the terms 'wellbeing' and 'resilience'. Learner suggestions could be compared with the definitions of others.

Learners should be introduced to relevant theories and how these could impact on wellbeing such as Maslow's hierarchy of needs, Bowlby's attachment theory and social learning theory. Learners should be encouraged to reflect on examples of resilience that they have experienced or observed and to consider the factors that impact on wellbeing and resilience. The tutor could use case studies to explore with learners how children and young people showed resilience despite adverse circumstances and identify what internal and external factors contributed to eventual successful outcomes. Learners could be introduced to the 'I have, I am, I can' model of resilience features and perhaps identify what these may be and compare with published lists. Learners, as an assignment, could write a case study of a child or young person from their own setting who has demonstrated resilience and explore the factors that contributed to this.

Learners should consider the importance of allowing children and young people to control their own actions and make choices for themselves as far as possible. Role playing supporting others to identify goals and solutions based on scenarios given by the tutor will help learners practise these skills.

Video clips and case studies, especially of children and young people talking about their experiences, followed by group discussion, could help learners identify those behaviours in others that have contributed to children and young people's self-esteem and ability to thrive, and those which have had the opposite effect.

A visiting guest speaker (for example school nurse, health visitor, nutritionist, mental health specialist, personal adviser), with opportunities for learners to ask questions, could help identify ways of identifying when a child or young person's health may be at risk and the actions to take. Learners could share experiences of strategies used in their own schools to promote health and the success of these.

Assessment

Learning outcomes 3 and 4 must be assessed in the workplace, following the Skills for Care and Development assessment principles which require observation to be a main source of evidence.

Suggested assessment activities

For assessment criteria 1.1, 1.2, 1.3, 1.4, 2.2, 2.5, 3.2 and 4.4 learners could provide an account that:

- explains the internal and external factors that influence the wellbeing of children and young people and why resilience is important

- analyses ways of promoting wellbeing and resilience and their effectiveness, drawing on their own experiences and research

- identifies the role of carers in supporting children and young people's wellbeing and resilience, and ways of working effectively with them

- explains the role of social and emotional identity in contributing to wellbeing and resilience and how to support children and young people to have a positive self- image and identity

- describes the characteristics of a solution-focused approach and explains how this can be used to encourage a positive outlook

- explains why it is important to inform others when there are concerns about a child or young person's health and wellbeing and how this is done in their own setting.

Workplace evidence should be provided for the remaining criteria. Evidence will need to be provided of the learner:

- encouraging children and young people to recognise and value their own abilities, talents and achievements

- supporting children and young people to be involved in decisions and have as much control as possible over their lives

- working with children or young people in a manner that is open, trustworthy, respectful and reliable

- supporting and encouraging children and young people to respond positively to challenges and disappointments

- encouraging and supporting children and young people to express their feelings, views and hopes

- supporting children and young people to reflect on the impact of their own actions and behaviour

- supporting children and young people to recognise, value and meet their health needs as appropriate to their age and level of understanding

- encouraging children and young people to make positive choices about all of their health needs

- assessing any risks or concerns to the health and wellbeing of children and young people and taking appropriate action

- recording concerns about a child or young person's health or wellbeing following recognised procedures.

All the assessment criteria for this unit could be supported by a diary or logbook which may include professional discussions and evidence of activities, as well as records of goals and targets, discussions and concerns. Direct assessor observation may be supplemented with witness testimony.

Essential resources

As this is a competence-based unit, learners must be directly involved in supporting children and young people to promote their wellbeing and resilience.

It is essential that learners have access to an appropriately qualified person to deliver this unit.

Indicative resource materials

Textbooks

Bentham S – *A Teaching Assistant's Guide to Child Development and Psychology in the Classroom* (Routledge, 2003) ISBN 9780415311083

Blake S, Bird J & Gerlach S – *Promoting Emotional and Social Development in Schools: A Practical Guide* (Sage Publications, 2007) ISBN 9781412907316

Dunhill A, Elliott B & Shaw A – *Effective Communication and Engagement with Children and Young People, their Families and Carers* (Creating Integrated Services) (Learning Matters, 2009) ISBN 9781844452651

Foley P & Leverett S – Connecting *with Children Developing Working Relationships* (The Policy Press, 2008) ISBN 9781847420589

Kamen T – *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3*, *2nd Edition* (Hodder Education, 2008) ISBN 9780340959381

Lindon J – *Understanding Children and Young People: Development from 5-18 Years* (Hodder Education, 2007) ISBN 9780340939109

Lindon J – Understanding *Child Development: Linking Theory and Practice, 2nd Edition* (Hodder Education, 2010) ISBN 9781444102840

Rasheed E, Irvine J, Hetherington A & Wyatt L – *BTEC National Health and Social Care: Level 3* (Hodder, 2010) ISBN 9781444115529

Journals

Pastoral Care in Education (Routledge)

Times Educational Supplement (TES)

Websites

www.barnardos.org.uk/resources/researchpublications/documents/RESILSUM.PDF	Barnardos – guide to promoting resilience from
www.childdevelopmentinfo.com	Child Development Institute
www.childrensproject.co.uk/resilience.asp	The Children's Project - article on resilience
www.education.gov.uk	Department for Education
www.ncb.org.uk/default.aspx	National Children's Bureau
www.resilnet.uiuc.edu/library/grotb95b.html	Publication on International Resilience Project
www.tda.gov.uk	The Training and Development Agency for Schools

| www.teachernet.gov.uk | Teachernet - resources for teaching and learning |
| www.teachers.tv | Teachers TV |

Unit 33: Support Children and Young People During Transition in Their Lives

Unit code:	**D/601/8325**
Level 3	**Specialist**
Credit value:	**4**
Guided learning hours: 18	

Unit aim

This unit covers the knowledge, understanding and skills to support children and young people through transitions in their lives. It requires competence in recognising and responding to signs and indications of transitions and supporting them to manage transitions and reach positive outcomes. Integrated working to support children and young people through transitions is an important aspect of this unit.

Unit introduction

Transitions are a natural part of growing and maturing and common transitions, such as starting school or moving to secondary school, can be anticipated. Some children or young people experience transitions through life events such as bereavement or family breakdown. Transitions can have a significant impact on emotional and social wellbeing and learning and therefore children and young people need support to cope with all transitions. Children and young people with disabilities or special educational needs and those most at risk of exclusion or underachievement are particularly vulnerable to the effects of transition and it may be necessary to adapt or intensify support to improve outcomes for these individuals. Early identification of changes in the attitude and behaviour of children and young people which may relate to a transitional experience is essential to ensure support is planned and provided through multi-agency working. Those supporting teaching and learning in schools who work closely with children and young people are in a unique position to recognise the impact of transitions they may be going through, provide reassurance and support, and take appropriate action to enable positive outcomes.

In this unit, learners explore the range and impact of transitions that children and young people may experience. The particular needs of children and young people most at risk of exclusion or underachievement and those with disabilities or special educational needs are explored.

Learners demonstrate their ability to recognise and respond to transitions in children and young people's lives.

Learners show they can work with others to plan integrated support for children and young people experiencing transitions, complying with legal, organisational and ethical requirements for information sharing.

Learners demonstrate competence in supporting children and young people to manage transitions.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
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 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 and 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
2 Be able to recognise and respond to transitions in children and young people's lives	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

Learning outcomes	Assessment criteria
3 Be able to work with others to plan integrated support for children and young people going through transitions	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
4 Be able to support children and young people to manage transitions in their lives	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

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Unit content

1 **Understand the range and impact of transitions that children and young people may experience**

Types of transitions: types eg emotional, 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

Transition from childhood to adulthood: patterns eg baby eg weaning into solid food, from nappies to becoming toilet trained, young child eg starting nursery, starting school, children eg moving to secondary school, moving to further education/training, young people eg moving to higher education, employment, marriage, parenthood

Affects of different types of transitions: types eg emotional transitions may affect behaviour, learning, mental health, intellectual, physical

Transitions affected by culture, religion, personal beliefs, gender, stage of development, previous experiences: culture eg ways children and young people are supported, encouraged, prepared for planned transitions, attitudes to education; religion eg approaches to bereavement; personal beliefs, gender eg boys should not show emotions; stage of development eg level of understanding about reason for transition, level of independence; previous experience eg positive previous experience will make children and young people confident, poorly managed transition will make children anxious

Transitions affect those most at risk of exclusion or underachievement: reasons eg limited resilience, decline in academic achievement, poor motivation, effects of stress, children and young people with multiple adversities most at risk of poor outcomes

Need for additional support to manage transition: reasons eg feelings of insecurity, need explanations relevant to stage of development, vulnerable to bullying, may have been over protected, need reassurance that extra support is available

2 **Be able to recognise and respond to transitions in children and young people's lives**

Indications of transition: signs eg information from parents/carers, changes in behaviour, decreased motivation, lack of progress, social interactions affected, attendance

Discuss significant events and experiences that may impact: opportunities eg relationship with key person, tutor, mentor, circle time, assemblies, Personal, Social and Health Education (PSHE) curriculum activities, Social and Emotional Aspects of Learning (SEAL) activities, activities to prepare children moving from Early Years Foundation Stage (EYFS) to Key Stage I, activities to prepare children moving from primary to secondary school

Signs of concern or distress: signs eg changes in behaviour, decreased motivation, lack of progress, social interactions affected, attendance, bullying, being bullied

Changes in attitude and behaviour: actions eg follow behaviour policy of school, realistic expectations, apply rules and sanctions, monitor behaviour, report changes in behaviour pattern, speak to child/remove child from situation if distress observed, discuss behaviour with child or young person

Share information and concerns: ways eg follow procedures of setting for reporting and recording information and information sharing, awareness of own roles and responsibilities

3 **Be able to work with others to plan integrated support for children and young people going through transitions**

Support available: within the setting eg induction process, key person, form tutor, buddy scheme, leaving assemblies, welcoming assemblies, support in the classroom, involve parents; other agencies eg Sure Start, planning with secondary school and further education college, Connexions; multi-agency transition planning for children and young people with special educational needs and disabilities; health visitor; planning support specific to the type of transition eg for bereaved children from Child Bereavement Trust; for children of families in the armed forces

Legal frameworks, organisational procedures and referral routes: types eg Every Child Matters – Change for Children (2004), Every Child Matters - Making It Happen: Working together for children, young people and families (2008), Common Assessment Framework (CAF), Aiming High for Disabled Children, Better support for Families (2007); referral routes in school eg SENCO, protocol for recording and information sharing

Contribute to planning support: ways eg share observations of the behaviour of children and young people, involve children and young people in planning, involve parents/carers in planning

Comply with legal, organisational and ethical requirements: follow school policies and procedures; requirements relating to confidentiality, data handling, information sharing

Respect for the role and expertise of other professionals: reasons eg professional training, experience, awareness of lines of accountability and responsibility

4 **Be able to support children and young people to manage transitions in their lives**

Boundaries and protocols: awareness of own roles and responsibilities eg parameters of own role, lines of reporting, professional relationships with children and young people

Support to manage transitions: ways eg develop and maintain respectful relationships, enable learners to share concerns and fears, awareness of individual needs, encourage children and young people to ask questions about transitions in their lives, listen actively to what children and young people are saying about transitions in their lives, explain situations fully and accurately, work with children and young people to explore possible actions to deal with new and challenging situations, involve children and young people in making decisions, summarise and confirm key points in discussions with children and young people

Timely support: ways eg report concerns, awareness of changes to behaviour and motivation, enable support to be put in place to minimise effects

Recognise and build on their strengths: ways eg encourage children and young people to think of transitions as positive, ensure success in manageable tasks to build self-esteem, praise, encourage peer support

Discuss the effects and results of transition: opportunities eg circle time, tutor groups, mentoring sessions, tutorials

When and how to refer: follow procedures of school for reporting and recording eg lines of reporting, report changes in behaviour and motivation

Essential guidance for tutors

Delivery

This unit should be delivered using a combination of tutor input and active learning experiences. Guided research and group investigation will enable learners to consolidate their knowledge. Guest speakers, DVDs and observations of practice in schools will provide opportunities to link theory to practice.

Learners could carry out research to investigate types of transitions and their effects and present their findings to the group for discussion. Case studies could be analysed to consider the effects of transitions on children and young people with disabilities or special educational needs and on those most at risk of exclusion or underachievement.

Case studies could also be used to explore the signs of concern or distress in children or young people which may relate to a transitional experience.

Learners could work in groups in a virtual school environment to research and plan integrated support for children going through common transitions for example from Early Years Foundation Stage to Key Stage I, from primary school to secondary school, and prepare a presentation to the group. Learners could compare how different schools provide support for transitions and consider the extent to which they help all children manage transitions.

Learners could research the role of other agencies in supporting children and young people through life events such as such bereavement or family breakdown, followed by tutor-led discussion to understand how integrated working could support positive outcomes.

Assessment

Assessment criteria 2.2, 2.3, 2.4, 2.5, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4 and 4.5 must be assessed in the workplace.

Suggested assessment activities

Assessment will be through tasks, projects and other activities completed individually to meet the assessment criteria.

The assessment for learning outcome 1 and assessment criteria 2.1, 3.1 and 3.2 could be a presentation for a parents' evening on the effect of transitions. The presentation will need to include:

- an explanation of the different types of transitions that children and young people may experience

- an explanation of patterns of transition from childhood to adulthood

- how different types of transitions may affect a child or young person

- how a child or young person's approach to transitions may be affected by their: a) culture b) religion c) personal beliefs d) gender e) stage of development f) previous experiences

- how transitions may affect children and young people most at risk of exclusion or underachievement
- why children and young people with disabilities or special educational needs may need additional support to manage transitions
- an explanation, with examples, of the signs and indications that a child or young person is experiencing a transition in their life
- an explanation of the support available for children and young people going through transitions
- an explanation of the legal frameworks, organisational procedures and referral routes to ensure integrated working for children and young people going through transition.

Learners must be assessed directly on workplace performance for assessment criteria 2.2, 2.3, 2.4, 2.5, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4 and 4.5 to demonstrate their competence in supporting children and young people during transitions in their lives. Evidence will need to be provided of the learner:

- providing opportunities for children and young people to explore and discuss significant events and experiences that may impact on them
- identifying signs of concern or distress in children or young people which may relate to a transitional experience
- recognising and taking account of any signs of change in the attitude and behaviour of individual children or young people
- sharing information and concerns about children or young people with the appropriate person or agency according to the procedures of the setting
- using knowledge of individual children and young people to contribute to planning how to support them in managing transition
- complying with legal, organisational and ethical requirements relating to the exchange of information
- respecting the role and expertise of other professionals in planning support for children and young people going through transitions
- working within the boundaries and protocols that govern own role in supporting children or young people through transitions
- supporting children and young people to manage transitions in their lives
- providing support in a timely way to help children and young people to manage transitions and reach positive outcomes
- supporting children and young people to recognise and build on their strengths to manage change positively
- providing opportunities for children and young people to discuss the effects and results of transition.

Essential resources

Learners will need access to a work placement or be employed in work with children and young people to provide the evidence required for this unit

Indicative resource materials

Textbooks

Bentham S – A *Teaching Assistant's Guide to Child Development and Psychology in the Classroom* (Routledge, 2003) ISBN 9780415311083

Blake S, Bird Gerlach S – *Promoting Emotional and Social Development in Schools: A Practical Guide* (Sage Publications, 2007) ISBN 9781412907316

Fisher J – *Moving On to Key Stage 1: Improving Transition from the Early Years Foundation Stage* (Open University Press, 2010) ISBN 9780335238460

Potter M – *Moving On Up: All You Need to Ease the Transition from Primary to Secondary School* (A&C Black, 2009) ISBN 9781408109137

Journals

Early Childhood Education

Early Years Educator

Junior Education

Times Education Supplement (TES)

Websites

www.childbereavement.org.uk/for_schools	Child Bereavement Trust
www.crusebereavementcare.org.uk/Schools.html	Cruse
www.sceschools.com/deployment/index.php	Service Children's Education.
www.teachernet.gov.uk/_doc/11258/All%20about%20-%20transitions.pdf	Teachernet
www.teachers.tv/search?q=transitions	Teachers TV - transitions

Unit 34: Support Children and Young People to Achieve Their Education Potential

Unit code:	**D/600/9785**
Level 3:	**Specialist**
Credit value:	**4**

Guided learning hours: 30

Unit aim

The aim of this unit is to provide learners with the skills and knowledge required to enable them to support individual children and young people to achieve their educational potential.

Unit introduction

On completion of this unit learners will understand how to encourage and support pupils in taking responsibility for their learning and realising their educational potential. Learners will know and understand the strategies that can be used to encourage children and young people to work towards meeting the learning objectives set and they will be able to demonstrate how they engage pupils in checking and reviewing their progress.

Part of the unit requires learners to contribute to developing plans for children or young people to realise their educational potential and to engage them in discussions about the extent to which they have achieved their learning goals, as well as how they modify their action plan to overcome any problems or issues that impede their learning.

By the end of this unit learners will be able use strategies to enable pupils to become more effective learners and will be able to support pupils in reviewing their learning and achievements.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the principles, values and current legislation that support work to help children and young people achieve their educational potential	1.1 Explain the principles and values that underpins work to support children and young people to achieve their educational potential
	1.2 Explain current legislation and guidance relating to the provision of and access to educational opportunities for children and young people
	1.3 Evaluate the factors that can contribute to low achievement by children and young people
2 Be able to support children and young people to identify and articulate their learning needs, set goals and plan actions	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
3 Be able to support children and young people to work towards their educational goals	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
4 Be able to review educational achievements with children and young people	4.1 Evaluate with individual children or young people, their achievements against their action plans
	4.2 Discuss and agree with individual children or young people ways of addressing and overcoming any problems and modify the action plan accordingly

Unit content

1 **Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential**

Principles and values to achieve their educational potential: range eg ambition, aspiration, potential, service provision, personalised learning, integrated working practices, maintaining personal and professional integrity, promoting equal opportunity and valuing diversity, working in partnerships with external agencies, parents, plan to improve the progress of pupils who are at risk of not fulfilling their potential, robust systems for managing performance data

Legislation and guidance for educational opportunities: types eg national, local, School Standards and Framework Act, equal opportunities policies and practice, Every Child Matters, children's rights

Low achievement: factors eg problems, quality of teaching and learning, pastoral support, access, poor literacy and numeracy skills, poor speech and language skills, lack of appropriate materials and resources to support learning, lack of parental support, social background, peer pressure, low self-esteem and aspirations, attitudes to learning, values, low expectations expressed by others, poor attendance, special educational needs

2 **Be able to support children and young people to identify and articulate their learning needs, set goals and plan actions**

Articulate educational needs and aspirations: ways eg communication, one- to-one interviews, discussion, prompt, question, encourage pupil talk, build confidence

Plan of action: ways eg set individual action plans, clear short-, medium- and long-term goals, identify resources needed to achieve goals, additional support, work with parents, carers, reviewing achievement, revising goals, set SMART targets

3 **Be able to support children and young people to work towards their educational goals**

Successes and achievements: types eg threshold, targets, reward system, merits, certificates, qualifications, letters to parents/carers, performance indicators, affirmation feedback, developmental feedback

Barriers to achievement and solutions: types eg challenges, impact on pupil achievement, participation, learner engagement, verbal, written, feedback checklists; solutions eg consider options, alternative approaches, different learning strategies, learning styles

Work towards achieving educational goals: support eg emotional, practical, recognise and value achievement, evaluate goals, review targets, celebrate individual personal success, praise, encourage, physical resources, learning environment, parent, carer/peer, mentor, counsel, opportunity to consolidate new learning

4 **Be able to review educational achievements with children and young people**

Evaluate achievements against action plans: ways eg in consultation, periodic assessment against expectations, track progress, listen, review

Overcoming problems and modify action plan: ways eg review, plan, discuss, agree ways together, set new targets, modify action plan if necessary

Essential guidance for tutors

Delivery

Some of the knowledge and understanding for this unit may come from learner research or practical work experience, whilst some will be gained in the classroom or from observed practice in a work placement. In delivering this unit, tutors should support learners in acquiring a basic awareness of how to support children and young people to achieve their education potential. Learners should be able to do so with the support of a lead professional.

Delivery may involve tutor input, with guidance for learners on the choice of appropriate materials to support the activities which may vary. Learners will benefit from the opportunity to observe experienced practitioners modelling best practice. This insight into how to support the planning and delivery of learning effectively could also be achieved by using videos or perhaps viewing relevant programmes shown on Teachers TV for example. Relevant sections of frameworks and policies for the learner's country could be consulted. In England, for example, National Strategy documents could be consulted for information and guidance, for example the sections on schools, personalised learning, Common Core of Skills and Knowledge for the Children's Workforce and Safer School Partnerships (Child and Young Person Development, Safeguarding and Promoting the Welfare of the Child). Learners should be encouraged to read relevant organisational documents for a specific activity in their country as well as key national policies such as the Early Years Foundation Stage, the Foundation Phase and the Secondary National Strategy for School Improvement. Visiting specialist speakers would enhance learner experience significantly.

Learner understanding of the principles behind the current legislation that supports work to help children and young people achieve their educational potential could be developed through group discussion where learners are encouraged to reflect on how they were encouraged and supported to achieve and share observations about practice they have observed in their settings. By sharing their knowledge of supportive techniques in this way learners can than reflect on the values that underpin enabling children and young people to realise their educational potential and evaluate the factors that can contribute to low achievement.

Learning outcomes 2, 3 and 4 require learners to demonstrate their ability to support children and young people to identify their learning needs, set goals and plan actions that enable them to work towards their educational goals. A mechanism for developing these skills in learners could involve asking them to support each other in learning a new skill or area of knowledge for example. Supporting their peers in this way would enable them, with tutor support, to practise and then reflect on how to develop plans of action, identify realistic goals for their educational development and work towards finding solutions to barriers that place ceilings on the achievement and attainment of children and young people. Learners could also review each other's achievements against their original action plans and agree ways of addressing and overcoming problems. They could then discuss how to modify action plans accordingly.

Appropriate work experience is required for all learners in order to prepare for and close the activities in this unit.

Assessment

Assessment criteria 2.1, 2.2, 3.1, 3.2, 3.3, 4.1 and 4.2 must be assessed in the workplace.

Suggested assessment activities

Some of the assessment evidence for this unit will be description. Learners should supplement their evidence for learning outcome 1 with descriptions or examples of practical work where possible. Evidence could come, for example, from activities learners have undertaken on their work experience.

Learning outcome 1 requires learners to explain the principles and values that underpin work to support children and young people to achieve their educational potential and the current legislation and guidance relating to this provision. This could be delivered in the form of an information session for parents, carers or fellow colleagues as part of a programme of development to enable all those who work closely with children and young people to support them better. It could also include information about the factors that can contribute to low achievement. Presentation or briefing notes would also provide evidence for this learning outcome.

Evidence for this unit could be presented in a portfolio in which learners use examples from classroom-based experience in the workplace to describe how they have supported pupils to enable them to realise their educational potential and become more active learners. The portfolio could also contain written reflections that explain how learners supported either an individual or group of pupils through a learning activity. The evidence must illustrate how the feedback they gave focused on strengths, was constructive and included information for the pupil about how they might improve next time. A log of what was observed or written, and how they fed this back to pupils, would evidence their ability to support children and young people to identify and articulate their learning needs, set goals and plan future actions when working towards their educational goals.

The portfolio of evidence could follow the progress of a pupil or group of pupils. It could tell the story of how the learner identified the challenges facing the children and young people with whom they work and worked with them to develop solutions. It could also contain examples of the reward systems they employed to celebrate individual children or young people's successes and achievements. Statements that support how learners supported and guided pupils to help them understand what they have done well and what they need to do to improve could also form part of the portfolio.

Tutors may wish to observe learners engaging in discussion with a child or young person about how to action plan for and address the problems they are experiencing in their learning, after they have evaluated their achievements with them. Alternatively, learners could submit examples of prompt sheets or questionnaires that they have developed to use with children and young people within the learning environment to encourage pupils to reflect on their successes and areas for improvement and consider how they can address them.

Essential resources

As this is a work-based programme, all learners will either be directly involved in working as part of a team or have access to situations or schools/organisations where adults work in teams to support teaching and learning activities. All learners will need an opportunity to participate in a team activity within the teaching and learning environment.

Indicative resource materials

Textbooks

Brookes G – *The Complete Guide for Teaching Assistants in Secondary Education* (Continuum International Publishing Group Ltd, 2008) ISBN 9780826499066

Burnham L and Diaz L – *Interactive Tutor Resource for Teaching Assistant*s: *S/NVQ Levels 2 and 3* (Heinemann Educational Publishers, 2007) ISBN 9780435117252

Cheminais R – *Every Child Matters: A Practical Guide for Teaching Assistants, 1st Edition* (David Fulton Publishers Ltd, 2008) ISBN 9780415458764

Diaz L and Burnham L – *S/NVQ Level 3 Teaching Assistant's Handbook: Secondary Schools, 2nd Edition* (Heinemann, 2008) ISBN 9780435449391

Burnham L – *Supporting Teaching and Learning in Schools (Secondary)* (Heinemann, 2010) ISBN 9780435032050

Burnham L – *Supporting Teaching and Learning in Schools (Primary)* (Heinemann, 2010) ISBN 9780435032043

Hryniewicz B – *Teaching assistants: The Complete Handbook, 2nd Edition* (Adamson Publishing, 2007) ISBN 9780948543029

Kamen T – *Teaching Assistant's Handbook, 2nd Edition* (Hodder Arnold, 2008) ISBN 9780340959381

Lang R – *The Art of Positive Communication* (Nasen/David Fulton, 2005) ISBN 9781843123675

Morgan J – *How to Be a Successful Teaching Assistant* (Continuum International Publishing Group Ltd, 2007) ISBN 9780826493286

Richards G and Armstrong F – *Key Issues for Teaching Assistants: Working in Diverse and Inclusive Classrooms*, *1st Edition* (Routledge, 2007) ISBN 9780415434256

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.education.gov.uk	Department for Education
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
www.open.ac.uk	The Open University
qualifications.pearson.com	Pearson
www.tda.gov.uk	The Training and Development Agency for Schools
www.teachernet.gov.uk	Teachernet

Unit 35: Support Children and Young People to Make Positive Changes in Their Lives

Unit code:	**M/600/9788**
Level 3:	**Specialist**
Credit value:	**4**

Guided learning hours: 27

Unit aim

This unit aims to provide learners with the skills and knowledge to help them identify any barriers that children and young people may encounter which impact on their lives and help them to support children and young people to overcome those barriers and achieve positive changes in their lives.

Unit introduction

This unit is about working on an individual basis with children and young people and supporting them to recognise and develop strategies to deal with the various barriers that are restricting their development and the achievement of positive outcomes in their lives. Barriers can be external such as living environments, communities or school or can be personal such as a disability or impairment, behaviour, communication or relationships.

The unit will develop learner understanding of the factors that can impact on children and young people and the interventions and support that can be offered by themselves, others in the school or external agencies to help make positive changes.

This unit will also enable learners to understand the importance of the action planning process in securing the participation and engagement of children and young people in identifying their own aspirations, goals and a plan for their achievement. Learners will develop the skills and techniques needed to support the pupils with whom they work to set themselves realistic and achievable targets and, working with others where necessary, provide support for their implementation.

This unit will also support learners in their progress towards becoming a reflective practitioner.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to support children and young people to make positive changes in their lives	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
2 Be able to support children and young people to make positive changes in their lives	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
3 Be able to review support to children and young people to make positive changes in their lives	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 content

1 **Understand how to support children and young people to make positive changes in their lives**

Factors that can impact on the lives of children and young people: factors eg health status, disability, sensory impairment, learning difficulties, genetic inheritance, communication difficulties, poverty, deprivation, family environment, bereavement, moving to a new educational establishment, new home/locality, friendship groups, extra-curricular activities, academic involvement

Analyse the impact of factors: impact eg withdrawn, angry, aggressive, lack of concentration, loss of motivation and progress, fears, depression, loss of friends, feelings of isolation, insecurity

Support from individuals and agencies: types eg key person, form tutor, buddy scheme, learning mentor, personal tutor, student counsellor, school nurse, welfare officer, home-school liaison, social worker, speech therapist, psychologist, psychiatrist, youth justice, specialist nurse, physiotherapist, assistive technology, computer programmes, speech recognition device, hearing aid, health visitor

2 **Be able to support children and young people to make positive changes in their lives**

Interventions: types eg encouraging the child or young person to recognise where their own actions and attempts to communicate may be creating barriers, methods and techniques for responding to aggressive or challenging behaviour, modelling behaviour that respects rights and values people, individual counselling, group work, peer support, family interventions

Engagement with children or young people: ways eg create an environment where it is safe to talk openly and honestly about experiences and aspirations, employ active listening skills, use feedback, give supportive and realistic responses to questions, ideas, suggestions and concerns, remain non-judgemental, be positive and encouraging, respond to the child or young person in a way that recognises and respects their rights

Develop an action plan: ways eg identify goals, small steps, agree actions, check plan addresses identified needs and aspirations, agreeing progress review dates

3 **Be able to review support to children and young people to make positive changes in their lives**

Review and amend action plan: ways eg link learning to other aspects of their lives, identify and celebrate achievements, deal with perceived failures, enable young people to identify any changes in needs and aspirations, amend action plan

Further interventions: eg signposting, information sharing, referring, working in partnership with others

Reflect on own practice: techniques eg reflective journal/diary, learning log, diary or critical incident journal, reflective questions, analysis, action, seek feedback from others including children and young people

Essential guidance for tutors

Delivery

The unit could be delivered through a combination of tutor input, individual/small-group research followed by presentations, and the use of case studies, visits or guest speakers. Active learning techniques should be used as much as possible, and learners should be encouraged to share their experiences of working in schools and other relevant employment situations.

Learners should be introduced to how aspects of upbringing, home circumstances, and physical and emotional health of children and young people could affect their attitudes, behaviour and ability to relate to others. Learners could explore attachment theory (Bowlby etc.) and debate the effects of poor attachment. They should also explore the consequences for children and young people of their needs being unmet (Maslow's hierarchy of needs) such as low self-esteem, lack of confidence, withdrawn, isolated, anxious, immature social skills, lack of empathy, frustration, aggression. Case studies and video clips could be used to illustrate the issues.

Guest speakers (for example social workers, therapists, healthcare professionals) talking about the support that they can provide, with opportunities for learners to ask questions, would be helpful.

Learners could explore examples within their own setting of where they and/or others have supported children or young people to make changes and present these to the group. They should explain the issues faced by the child or young person, the impact these had, the support offered and its effect. Learners should also reflect on what support the child or young person will need moving forward and where, with hindsight, things might have been done differently.

Learners will need opportunities to develop their communication skills in supporting children and young people in making positive changes. Activities such as analysis of DVD/videos followed by discussions and debates contribute to an understanding of the skills required for effective practice. Role play with peer observations and feedback will help learners to practise the skills and strategies required in different situations with children and young people.

Tutors should explain the legal frameworks, organisational procedures and referral routes to ensure integrated working for children and young people such as Every Child Matters – Change for Children (2004); Every Child Matters - Making It Happen: Working together for children, young people and families (2008), Common Assessment Framework (CAF); Aiming High for Disabled Children. Better Support for Families (2007); referral routes in school for example SENCO; the protocol for recording and information sharing. Learners could discuss how these policies impact on practice in their own setting.

Learners should look at examples of action plans and evaluate the effectiveness of these, both in terms of the structure and the appropriateness of the goals and actions. Role play based on tutor-provided scenarios could help learners to practise techniques for helping children and young people to articulate their aspirations and identify goals. Techniques should include active listening, closed and open questioning, summarising and clarifying, giving feedback and agreeing actions and goals that are specific, realistic and measurable.

The unit also requires learners to reflect on and evaluate their own practice. Learners should be introduced to the experiential learning cycle which underpins reflective practice. Learners could develop a journal/diary to reflect on their learning experiences as they support children and young people to make positive changes in their lives.

Assessment

Learning outcomes 2 and 3 must be assessed in the workplace, following the Skills for Care and Development assessment principles which require observation to be a main source of evidence.

Suggested assessment activities

For learning outcome 1 and assessment criterion 2.1, learners could produce an account that identifies both the personal and external factors that children and young people might experience, analysing how these might impact on their lives. They should describe how individuals and agencies can support children and young people to make positive changes and the range of potential interventions that could be offered.

Assessment criteria 3.2 and 3.3 could be evidenced through a reflective journal in which learners describe and reflect on the support they have provided, including examples of where they have helped children or young people to access further interventions, and evaluate the effectiveness of their own contribution.

Learners must be assessed directly on workplace performance for learning outcomes 2 and 3 to demonstrate their competence in supporting children and young people. Evidence will need to be provided of the learner which demonstrates engagement with children or young people to help them to identify actions that could be taken to support positive change, working with a child or young person to develop an action plan to support positive changes in their lives and supporting children or young people to review and amend their action plan.

All the assessment criteria for this unit could be supported by a diary or logbook which may include professional discussions and evidence of activities, as well as work-generated evidence such as completed action plans. Direct assessor observation may be supplemented with witness testimony, especially where discussions may be of a sensitive or confidential nature and not, therefore, appropriate for third-party observation.

Essential resources

As this is a competence-based unit, learners must be directly involved in supporting children or young people to make positive changes.

It is essential that learners have access to an appropriately qualified person to deliver this unit.

Indicative resource materials

Textbooks

Badham B – *Act by right: skills for the active involvement of children and young people in making change happen* (The National Youth Agency, 2004)
ISBN 9780861553174

Bentham S –*A Teaching Assistant's Guide to Child Development and Psychology in the Classroom* (Routledge, 2003) ISBN 9780415311083

Blake S, Bird J & Gerlach S – *Promoting Emotional and Social Development in Schools: A Practical Guide* (Sage Publications, 2007) ISBN 9781412907316

Dunhill A, Elliott B, & Shaw A – *Effective Communication and Engagement with Children and Young People, their Families and Carers* (Creating Integrated Services) (Learning Matters, 2009) ISBN 9781844452651

Fielding A, Reid H– *Providing Support to Young People: A Guide to Interviewing in Helping Relationships* (Routledge) ISBN 9780415419604

Foley P & Leverett S– *Connecting with Children: Developing Working Relationships* (The Policy Press 2008) ISBN 9781847420589

Kamen T– *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3, 2nd Edition* (Hodder Education, 2008) ISBN 9780340959381

Willow C– *Participation in Practice: children and young people as partners in change* (The Children's Society) ISBN 9781899403

Journals

Pastoral Care in Education (Routledge)

Times Educational Supplement (TES)

Websites

www.connexions-direct.com	Connexions
www.direct.gov.uk/en/YoungPeople/ Workandcareers/Planningyourfuture/DG_181771	Directgov
www.education.gov.uk	Department for Education
www.ncb.org.uk/default.aspx	National Children's Bureau
www.nya.org.uk	National Youth Agency
www.tda.gov.uk	The Training and Development Agency for Schools
www.teachernet.gov.uk	Teachernet
www.teachers.tv	Teachers TV

Unit 36: Support Young People in Relation to Sexual Health and Risk of Pregnancy

Unit code:	**F/502/5242**
Level 3:	**Specialist**
Credit value:	**2**

Guided learning hours: 10

Unit aim

This unit aims to enable learners to understand the issues affecting young people in relation to sexual health and risk of pregnancy and how to provide support to them.

Unit introduction

This unit develops the knowledge and understanding needed to provide support to young people in relation to sexual health and pregnancy. Learners taking this unit are likely to be in a role where they provide pastoral support to children and young people.

The unit will develop learner understanding of the factors that can influence young people's attitude to sexual health, risk taking and early pregnancy. They will understand the impact of peer pressure, family situations, cultural factors and a lack of knowledge of attitudes, beliefs and behaviours.

Learners will develop their knowledge of the health, educational and social risks associated with early sexual activity and how to support young people to avoid or mitigate these.

Those completing this unit will also understand how to provide support to young people in their setting that is impartial, non-judgemental and supports them in making informed choices. They will be aware of additional sources of support, information and guidance both inside and external to their setting and how to signpost these. They will also understand how their practice will need to relate to legislation, codes of practice and organisational policies, particularly with respect to information sharing and confidentiality, knowing when and how parents and carers should be involved.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the issues affecting young people in relation to sexual health and risk of pregnancy	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
2 Understand how to support young people in relation to sexual health and risk of pregnancy	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 content

1 **Understand the issues affecting young people in relation to sexual health and risk of pregnancy**

Sexual health and risk of pregnancy: issues eg boasting, exaggeration, need to conform, fear of rejection, fear of being bullied; consensual relationships eg definition, legal age of consent, heterosexual or homosexual, equality and balance of power, safe sex, contraception, sexually transmitted infections, pregnancy

Attitudes and behaviour: types eg promiscuity, low self-esteem, need for love and security, enjoyment, secure and trusting relationships, moral values, family traditions, religious beliefs, personal values and attitudes

Risks of early sexual activity or teenage pregnancy: risks eg social, financial, childcare responsibilities, health, education

2 **Understand how to support young people in relation to sexual health and risk of pregnancy**

Information, guidance and support: sources eg health centres, family centres, counselling services, pastoral support in schools/colleges, access to free contraception, NHS leaflets, TV/media information, internet sites, charities for young people

Health services: range eg family planning clinic, sexual health services, GP services, Well Person Clinics, STI clinics, midwifery services

Support for young people: types eg being accessible, trustworthy, providing opportunities for private discussion, encouraging disclosure, signposting to relevant professionals with consent, listening; priorities eg listing options, presenting and discussing information, researching internet information together, helping manage situation, informing family members, planning ahead

Making informed choices: eg make available up-to-date information, consider all options, research pros and cons, signpost to appropriate professionals for advice

Codes of practice, professional guidance and organisational policies: types eg confidentiality, partnership with parents, data protection, safeguarding children and young people

Professional conduct, confidentiality and gaining consent: implications eg security of records, procedures for sharing information, age of young person, involvement of parents/carers

Essential guidance for tutors

Delivery

The unit could be delivered through a combination of tutor input, individual/small-group research followed by presentations, and the use of case studies, visits or guest speakers. Active learning techniques should be used as much as possible, and learners should be encouraged to share their experiences of working in schools through employment, as a parent-helper or work experience.

Learning outcome 1 requires learners to understand how issues relating to sexual health and pregnancy affect young people. Working in small groups with access to the internet and/or other resources, learners could research issues under each of social, health and educational risks and present their findings to the whole group, Tutor-led discussion of the main issues raised could be supported by DVD/video clips and research findings. Practitioner visits with opportunities for questioning would enhance learner understanding.

It is important that learners understand how attitudes and behaviour, influenced by a range of social and cultural factors, impact on a young person's approach to forming sexual relationships. This understanding needs to be developed through reading or watching accounts of feelings, motivations and experience from young people themselves. Using a range of examples from different genders and backgrounds, and working in small groups, learners could explore the differences and similarities between these accounts.

Learning outcome 2 is about learners drawing on their knowledge of the issues facing young people regarding pregnancy and sexual health to understand how to provide effective support. Role playing could be useful in allowing learners to practise their communication skills with opportunities for discussion, including developing their understanding of how their own attitudes and beliefs can impact on their ability to provide non-judgemental support. Case studies and video clips could illustrate young people's views of the support they received and learners could debate the appropriateness of the support offered and the reasons for its effectiveness or otherwise. Learners will need to understand issues of confidentiality and the limits to this.

Learners could each be asked to find two external sources of advice and support for young people (for example websites, walk-in advice centres and clinics) and develop a presentation that describes the key features of each, how they differ from each other, and gives examples of the situations in which they might signpost young people to them. Learners need to reflect on the meaning and importance of impartiality and to recognise when information and advice may not be impartial.

Assessment

This unit develops knowledge and understanding and there are no requirements for learners to be assessed in the workplace.

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Suggested assessment activities

The learner could develop a guide for young people that:

- explains the issues and concerns that young people may experience in relation to sexual health and pregnancy

- describes the potential risk factors involved in sexual activity and pregnancy

- explain the choices available to young people in relation to these, the things that they may want to consider in making choices, and the types of additional support that might help (including that of family)

- identifies, describes and signposts additional sources of support, information and guidance for young people in a way that helps them decide how this might meet their needs and how to access it

To provide evidence for the remaining criteria, learners could develop a handbook for others working with young people in their school that:

- draws on relevant research to describe how age, maturity, ethnicity, culture, gender and beliefs can affect attitudes and behaviour in relation to sexual activity, sexual health and pregnancy

- explains the importance of providing support to young people that is non-judgemental and sensitive to their situation and of developing trustful relationships with them

- describes the roles of others internal and external to the organisation that practitioners may refer to and the how issues such as confidentiality, information sharing, obtaining consent, codes of practice and organisational policies, impact on practice

Essential resources

As this is a competence-based unit, learners must be directly involved in supporting children or young people during therapy sessions.

It is essential that learners have access to an appropriately qualified person to deliver this unit.

Indicative resource materials

Textbooks

Arai L – *Teenage Pregnancy*: *The Making and Unmaking of a Problem* (Health & Society Series, Policy Press, 2009) ISBN 9781847420749

Cater S & Coleman L – *"Planned" Teenage Pregnancy: Perspectives of Young Parents from Disadvantaged Backgrounds* (Policy Press; illustrated edition, 2006) ISBN 9781861348746

Chase E, Warwick I, Knight A, Aggleton P – *Supporting Young Parents: Pregnancy and Parenthood Among Young People from Care* (Jessica Kingsley Publishers, 2008) ISBN 9781843105251

Duncan S, Edwards R, Alexander C (Editors)–*Teenage Parenthood: What's the Problem?* (Tufnell Press, 2010) ISBN 9781872767086

Lewis E– *Involving Young People in Teenage pregnancy and sexual health work: A Practical Guide* (NCB) ISBN 9781904787815

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Journals

Pastoral Care in Education (Routledge)

Sex Education: Sexuality, Society and Learning (Routledge)

Websites

www.brook.org.uk/	Brook
www.direct.gov.uk/en/YoungPeople/HealthAnd Relationships/ConcernedAbout/DG_068631	Directgov
www.education.gov.uk	Department for Education
www.fpa.org.uk/Homepage	Family Planning Association
www.hpa.org.uk/AdviceAndInformation/Inform ationForYoungAdults/	Health Protection Agency
www.ncb.org.uk/default.aspx	National Children's Bureau
www.teachernet.gov.uk	Teachernet
www.thesite.org/sexandrelationships	YouthNet UK

Unit 37: Support Children and Young People to Develop, Implement and Review a Plan of Action

Unit code: M/601/1329

Level 3: Specialist

Credit value: 3

Guided learning hours: 25

Unit aim

The purpose of this unit is to provide learners with the skills and knowledge to enable them to work with individual young people to help them develop an action plan.

Unit introduction

This unit is particularly suitable for those who support children and young people in action planning to tackle problems. It may also be suitable for those who support citizenship and/or enterprise education or those who have a wider pastoral support role in schools.

This unit will enable learners to understand the importance of the action planning process in securing the participation and engagement of children and young people in identifying their own aspirations, goals and a plan for their achievement.

Learners will develop the skills and techniques necessary to support the pupils with whom they work to set themselves realistic and achievable targets and, working with others where necessary, provide support in their implementation. The unit also emphasises the importance of keeping plans under review, providing practical support to children and young people to overcome barriers and revising goals as things change or new needs become apparent.

This unit will also support learners in their progress towards becoming a reflective practitioner.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the importance for young people of developing a personal action plan for their future development needs	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
2 Be able to support young people to develop an action plan	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
3 Be able to support young people to work towards implementation of their action plan	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
4 Be able to support young people to review and revise their action plan	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
5 Be able to review own role in supporting the development and implementation of the young person's action plan	5.1 Explain why it is important to review own contribution to the development and implementation of the young person's action plan
	5.2 Evaluate own contribution to the process

Unit content

1 **Understand the importance for young people of developing a personal action plan for their future development needs**

Personal action plan: reasons eg enables young people to take responsibility for planning, prioritising actions, turns aspirations into reality, focus on practicalities, merits of different options, recognises barriers, identify training needs, highlight areas where involvement of others is needed

Role of the support worker: features eg explaining purpose and benefits of action plan, explain own role (supportive not directive), answer questions honestly, respond sensitively to concerns, ability to help facilitate development opportunities, awareness of possible constraints

2 **Be able to support young people to develop an action plan**

Preliminary and preparatory actions: range eg time and venue, invite others, check access requirements if necessary, ensure all are aware of purpose of discussion, obtain relevant records, check potential options, sources of additional information, prepare action planning documents.

Needs and aspirations: actions eg safe environment, use open and closed questioning techniques, use active listening skills, use feedback to confirm understanding and provide reassurance, give supportive and realistic responses to questions, ideas, suggestions and concerns, remain non-judgemental, consider evidence from pupil records and how this might indicate development needs

Range of options: actions eg encourage young people to identify practical options, signpost additional sources of information and guidance, consider opportunities, consult with others, decide on feasibility of options

Develop an action plan: ways eg identify goals that are specific, positive, achievable, capable of being broken down into small steps, agree actions with young person, set progress review dates, agree how success of chosen options will be measured, ensure that young person has necessary skills or plans to develop these, check plan addresses identified needs and aspirations

3 **Be able to support young people to work towards implementation of their action plan**

Support required by young people: types eg consider the effects of plan on other people, communicate effectively with others and negotiate support, offer information, advice and feedback which will further progress of action plan, agree, support young person to stay within boundaries of action plan (legal, policy, agreement with others), ensure young people monitor progress of plan

4 **Be able to support young people to review and revise their action plan**

Importance of reviewing their progress: reasons eg enables young people to develop skills in reflecting on and learning from experience, helps understand impact of actions on others, promotes benefits of ongoing learning and development, enables young people to identify any changes in needs and aspirations and incorporate them into their action plan

Review the action plan: ways eg link learning to other aspects of their lives, develop further goals based on learning, provide time and space for reflection and review, help young people identify and celebrate achievements and to deal with any perceived failures

5 **Be able to review own role in supporting the development and implementation of the young person's action plan**

Review own contribution: ways eg reflective practice, considers effectiveness of approaches, strategies, actions enabling change or improvement, Experiential Learning Cycle (Kolb), identification of own learning needs

Evaluate own contribution: ways eg regular reflection, focus, structured approach, reflective journal/diary, learning log, diary, critical incident journal, reflective questions, analysis, theory, action, seek alternatives, keep an open mind, view from different perspectives, seek feedback from others

Essential guidance for tutors

Delivery

The unit could be delivered through a combination of tutor input, individual/small-group research followed by presentations, and the use of case studies, visits or guest speakers. Active learning techniques should be used as much as possible, and learners should be encouraged to share their experiences of working in schools and other relevant employment situations.

Learners will need opportunities to develop their confidence in working with young people and in supporting the development of plans of action. Activities such as analysis of DVD/videos followed by discussions and debates contribute to an understanding of the skills required for effective practice. Role play with peer observations and feedback will help learners to practise the skills and strategies required in different situations with children, young people and adults.

A tutor-led discussion on the purpose and benefits of developing a plan of action could be followed up with an opportunity to look at case studies or video clips of practitioners working with young people to develop a plan. The tutor could also introduce learners to Article 12 of the UN Convention on the Rights of the Child and how this gives children and young people the right to express their views on matters concerning them and for that view to be given due weight. Learners might also explore reasons why children and young people might be reluctant to participate in developing a plan of action and how they might be encouraged to become involved. Guest speakers (for example youth workers) could be asked to discuss with learners how they have worked with young people and the issues and successes they have experienced.

Learners should be able to look at examples of action plans and evaluate the effectiveness of these, both in terms of the structure and the appropriateness of the goals and actions. Role play based on tutor-provided scenarios could help learners to practise techniques for helping young people to articulate their aspirations and identify goals. Techniques should include active listening, closed and open questioning, summarising and clarifying, giving feedback and agreeing actions and goals that are specific, realistic and measurable.

Learners also need to recognise the importance of establishing a positive relationship with the pupil that they are interviewing. There are links between this unit and *Unit 1: Communication and Professional Relationships With Children, Young People and Adults and Unit 2: Develop Professional Relationships With Children, Young People and Adults.*

The unit also requires learners to be able to reflect on and evaluate their own practice. Learners should be introduced to the experiential learning cycle which underpins reflective practice. Learners could develop a journal/diary to reflect on their learning experiences as they support children and young people to develop plans of action.

Assessment

Learning outcomes 2, 3, 4 and 5 must be assessed in the workplace, following the Skills for Care and Development assessment principles which require observation to be a main source of evidence.

Where learners are also taking any of the following units, opportunities may exist for assessors to find evidence that meets assessment criteria in more than one unit:

Unit 2:   Develop Professional Relationships With Children, Young People and Adults

Unit 28: Develop Interviewing Skills For Work With Children and Young People

Unit 3:   Engage In Personal Development in Health, Social Care or Children's and Young People's Settings

Unit 35: Support Children and Young People to Make Positive Changes in Their Lives

Unit 32: Provide Information and Advice to Children and Young People

Suggested assessment activities

For assessment criteria 1.1, 1.2, 2.1, 3.1, 4.1 and 5.1, learners could produce a guidance document for new colleagues that:

- explains the benefits of young people developing a personal action plan

- evaluates the role of the support worker in encouraging young people to develop a plan

- explains how to prepare to support a young person to develop a plan

- gives examples from their own experience of the type of support young people might need to develop a plan

- explains why it is important that young people should review their plan

- explains why practitioners should review their own contribution to the development and review of the action plan.

Learners must be assessed directly on workplace performance for learning outcomes 2, 3, 4 and 5 to demonstrate their competence in supporting children and young people in developing, implementing and reviewing a plan of action. Evidence will need to be provided of the learner:

- encouraging young people to identify their needs and aspirations

- working with young people to identify and evaluate available options

- supporting young people to develop an action plan

- providing practical support for the implementation of plans

- supporting young people to review their plan.

Assessment criterion 5.2 could be evidenced through a reflective journal in which the learner evaluates their own contribution.

All the assessment criteria for this unit may be supported by a diary or logbook which may include professional discussions and evidence of activities, as well as work-generated evidence such as completed interview record forms. Direct assessor observation may be supplemented with witness testimony, especially where interviews may be of a sensitive or confidential nature and not, therefore, appropriate for third-party observation.

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Essential resources

As this is a competence-based unit, learners must be directly involved in interviewing children or young people.

Indicative resource materials

Textbooks

Badham B – *Act by right: skills for the active involvement of children and young people in making change happen* (The National Youth Agency)
ISBN 9780861553174

Dunhill A, Elliott B, & Shaw A – *Effective Communication and Engagement with Children and Young People, their Families and Carers* (Creating Integrated Services) (Learning Matters, 2009) ISBN 9781844452651

Fielding A, Reid H – *Providing Support to Young People: A Guide to Interviewing in Helping Relationships* (Routledge, 2007) ISBN 9780415419604

Foley P & Leverett S – *Connecting with Children: Developing Working Relationships* (The Policy Press, 2008) ISBN 9781847420589

Kamen T – *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3, 2nd Edition* (Hodder Education, 2008) ISBN 9780340959381

Willow C – *Participation in Practice: children and young people as partners in change* (The Children's Society, 2002) ISBN 9781899783403

Journals

Pastoral Care in Education (Routledge)

Times Educational Supplement (TES)

Websites

www.connexions-direct.com/	Connexions
www.direct.gov.uk/en/YoungPeople/ Workandcareers/Planningyourfuture/ DG_181771	Directgov
www.education.gov.uk	Department for Education
www.ncb.org.uk/default.aspx	National Children's Bureau
www.nya.org.uk	National Youth Agency
www.tda.gov.uk	The Training and Development Agency
www.teachernet.gov.uk	Teachernet
www.teachers.tv	Teachers TV

Unit 38: Support Young People Who Are Socially Excluded or Excluded From School

Unit code: R/502/5231

Level 3: Specialist

Credit value: 2

Guided learning hours: 10

Unit aim

This unit aims to enable learners to understand the issues affecting young people who are socially excluded or excluded from school and provide support to them.

Unit introduction

This unit looks at the entitlement and intervention frameworks relevant to young people who are at risk of social exclusion or who are excluded from full-time education. It recognises their needs and enables learners to develop individual plans to meet them.

The unit enables learners to support the inclusion of these young people within the setting, using knowledge and understanding of each individual. Working with young people learners will be able to support them in shaping their future and using strategies to address their needs.

Learners will be skilled in sourcing structures and systems to support and challenge these young people and will be able to share with them a variety of opportunities available to them. Learners will discuss with the young people with whom they work the potential consequences and long-term effects of the choices that they make, not just for themselves but also for their families and others.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand the issues affecting young people who are socially excluded or excluded from school	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 wellbeing of these young people
2 Understand how to support young people who are socially excluded or excluded from school	2.1	Enable these young people to reflect on their own beliefs, concerns and priorities to maintain their health, safety and wellbeing
	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 content

1 **Understand the issues affecting young people who are socially excluded or excluded from school**

Issues that affect those who are excluded: issues eg educational provision, lack of continuity, detachment from social relations, preventing full participation in the normal activities of the school, limiting attainment, achievement, reduced accessibility to external agencies, limited access to information about the curriculum, information about jobs, extra-curricular events, wider school community events, lack of structure to the day, out of the habit of attendance, criminal activity, lack of boundaries to behaviour, social skills, communication, literacy, numeracy, ICT needs

Health, safety and wellbeing: effects eg exclusion, school refusal, social exclusion, lack of nutrition, child protection, psychological impact, self-confidence, self-esteem, depression, disengaged from education, society, at risk, emotional, social and behavioural difficulties, stress, discrimination, bullying, harassment, drug abuse

2 **Understand how to support young people who are socially excluded or excluded from school**

Beliefs, concerns and priorities: range eg wellbeing, information about needs, engagement, participation, learner response, one-to-one interviews, communication; discuss participation and access issues, activities and experiences, advice, involvement in design, delivery and evaluation of services, assessment of outcomes, self-assessment, examine own beliefs, acceptable norms, behaviour parameters, social interactions, integration

Services available to support excluded young people: types eg intervention, trigger points for schools to access additional support, mentor, protocols to specialist assessment, strategies, pastoral support plans, nurture groups, anger management, ; alternative provision, out-of-school provision, personalised curriculum, flexible learning at Key Stage 4; identify support from others eg local authority advisers, local authority exclusion officer**,** Connexions, education welfare officer, special educational needs coordinator, designated child protection liaison teacher, teachers, pastoral support workers, parents, peers, teaching assistants, education psychologists, medical supporters, extended schools and children's centres, Pupil Referral Units, special schools, academies, Fair Access Protocol, Common Assessment Framework, Children's Services, Child and Adolescent Mental Health Service, multi-agency teams such as behaviour and education support teams

Options for self, family and significant others: options eg needs, circumstances, information and how to obtain it, suitability of options, appropriate, available services, relevant legislation, codes of practice, guidelines, relevant national, local, professional requirements, meet needs

Essential guidance for tutors

Delivery

Some of the knowledge and understanding for this unit may come from learner research or practical work experience, whilst some will be gained in the classroom or from observed practice in a work placement. In delivering this unit, tutors should support learners in developing their understanding of the issues affecting young people who are socially excluded or excluded from school and in providing support to them. Tutors will need to inform learners about the regulations related to exclusion and special educational needs and support them in the development of the behaviours needed to support pupils once their social exclusion is identified.

Delivery may involve tutor input, with guidance for learners on the choice of appropriate materials to support the activities. Use of DVD/video materials, where possible, would complement delivery, particularly for those learners who do not have permanent access to a setting or have limited access to a setting. Learners will benefit from the opportunity to observe experienced practitioners modelling best practice. An insight into how to effectively support pupils at risk of exclusion or experiencing social exclusion could also be achieved by viewing relevant programmes shown on Teachers TV for example. Relevant sections of frameworks and policies for the learner's country could be consulted. In England, for example, Improving behaviour and attendance: Guidance on exclusion from schools and pupil referral units (2008) could be consulted for information and guidance and the Special Education Needs Code of Practice. Visiting specialist speakers from outside agencies that support vulnerable pupils and those at risk would enhance learner experience significantly.

Learner understanding of the issues affecting young people who are socially excluded or excluded from school could be developed by groups of learners discussing the challenges these young people face. Sharing their expertise in this way learners will develop their ability to express sensitive issues appropriately and will enable the tutor to inform their use of vocabulary to describe events and situations, as well as pupil circumstances, in a professional manner and using accepted terminology.

To understanding how to support young people who are socially excluded or excluded from school learners will need to develop the ability to prompt and encourage young people to reflect on their own beliefs and values. Tutors may need to inform learners about techniques for mentoring and coaching young people to take responsibility for their own health, safety and wellbeing. Learners could research the sources of external support and community services available to support excluded young people. This is essential knowledge if learners are to work with young people to explore options available to them and the implications or consequences of those options once exclusion has occurred. The research findings could then be enhanced by inviting visiting speakers to share with learners parts of their work that address the aspects where learner knowledge would benefit most from improvement.

Appropriate work experience is required for all learners.

Suggested assessment activities

Learning outcome1 requires explanation and understanding and therefore written work will constitute some of the assessment for this unit. The first learning outcome needs to be completed in the early stages of assessment. Evidence could come, for example, from activities learners have undertaken on their work experience. Learners could evidence their knowledge in the form of a briefing or presentation to a staff training session or to new members of staff for example. A briefing paper or PowerPoint presentation must evidence learner understanding of the special educational needs of pupils with cognition and learning needs and the implications that they have on the development of language and communication, and how this affects learning. Learners will need to explain the differences between global learning difficulties that affect all aspects of learning and specific learning difficulties or language impairment.

Learning outcome 2 could be delivered using a case study of young people from the workplace setting. The case study could be presented as a portfolio of evidence that includes information about how learners enabled individual young people to examine their own beliefs and values, how they supported them in articulating their concerns and helped them to develop personal priorities to enable them to maintain their health, safety and wellbeing. This could be supplemented with expert witness statements that evidence how they worked with others to support young people in inclusive situations. The portfolio could also include evidence of how learners encouraged excluded young people to explore options and opportunities available to them, through discussion, and how they supported them in understanding the implications and potential consequences of the choices they were making. Learner evidence to satisfy aspects of learning outcome c 2 that relate to the information, support and community services which are available to support excluded young people could be addressed by creating a briefing paper or presentation for delivery to a small group of professionals likely to be involved in working with socially excluded or excluded young people, or a new member of staff. Alternatively, learners could submit a catalogue or directory of services that includes a comprehensive guide to the internal and extended support mechanisms and services available to young people.

Essential resources

As this is a work-based programme, all learners will either be directly involved in working as part of a team or have access to situations or schools/organisations where adults work in teams to support teaching and learning activities. All learners will need an opportunity to participate in a team activity within the teaching and learning environment.

Indicative resource materials

Textbooks

Brookes G – The *Complete Guide for Teaching Assistants in Secondary Education* (Continuum International Publishing Group Ltd, 2008) ISBN 9780826499066

Burnham L and Diaz L – *Interactive Tutor Resource for Teaching Assistants: S/NVQ Levels 2 and 3* (Heinemann Educational Publishers, 2007) ISBN 9780435117252

Cheminais R – *Every Child Matters: A Practical Guide for Teaching Assistants, 1st Edition* (David Fulton Publishers Ltd, 2008) ISBN 9780415458764

Diaz L and Burnham L – *S/NVQ Level 3 Teaching Assistant's Handbook: Secondary Schools, 2nd Edition* (Heinemann, 2008) ISBN 9780435449391

Hryniewicz B – *Teaching assistants: The Complete Handbook, 2nd Edition* (Adamson Publishing, 2007) ISBN 9780948543029

Kamen T – *Teaching Assistant's Handbook, 2nd Edition* (Hodder Arnold, 2008) ISBN 9780340959381

Lang R – *The Art of Positive Communication* (Nasen/David Fulton, 2005) ISBN 9781843123675

Morgan J – *How to Be a Successful Teaching Assistant* (Continuum International Publishing Group Ltd, 2007) ISBN 9780826493286

Richards G and Armstrong F – *Key Issues for Teaching Assistants: Working in Diverse and Inclusive Classrooms, 1st Edition* (Routledge, 2007) ISBN 9780415434256

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

www.ace-ed.org.uk	Advisory Centre for Education
www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.education.gov.uk	Department for Education
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
www.hse.gov.uk	Health and Safety Executive
www.open.ac.uk	The Open University
qualifications.pearson.com	Pearson
www.tda.gov.uk	The Training and Development Agency for Schools
www.teachernet.gov.uk	Teachernet

Unit 39:   Assist in the Administration of Medication

Unit code: **A/601/9420**

Level 3   **Specialist**

Credit value: **4**

Guided learning hours: 25

Unit aim

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

This unit is about assisting in the administration of medication to an individual. It will always involve working with other staff within this context whose role is to lead the process.

Unit introduction

Most school children will at some time have short-term medical needs, perhaps requiring finishing a course of antibiotics. Some children however have longer-term medical needs and may require medication on a longer-term basis, for example children with diabetes or cystic fibrosis. Others may require medicines in particular circumstances, such as children with severe allergies and those who need inhalers during an asthma attack. It is essential that children with medical needs are supported in school to ensure they are able to participate fully in school life. This requires schools to develop robust policies and procedures for the safe management of medicines, including procedures for managing prescription medicines which need to be taken during the school day and providing training for staff to manage medicines safely and provide support for identified individual children.

In this unit learners will study the current legislation, guidelines and policies relevant to the administration of medication to children and young people in school.

Learners consider their own role in assisting with the administration of medication in school and the need to work within their own area of competence.

Learners investigate the requirements and procedures for assisting in the administration of medication and for ensuring patient safety.

Learners will demonstrate their skills in preparing to administer medication, their ability to assist in the administration of medication and contribute to the management of medications and administration records.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Know the current legislation, guidelines and policies relevant to the administration of medication	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
2 Understand own role in assisting in the administration of medication	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
3 Understand the requirements and procedures for assisting in the administration of medication	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

Learning outcomes	Assessment criteria
4 Understand the requirements and procedures for ensuring patient safety	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
5 Be able to prepare for the administration of medication	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
6 Be able to assist in the administration of medication	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

Learning outcomes	Assessment criteria
7 Be able to contribute to the management of medications and administration records	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 Content

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

National legislation and guidelines: types eg Special Educational Needs and Disability Act 2005, Control of Substances Hazardous to Health Regulations 2002, Health and Safety at Work Regulations 1999, Medicines Act 1968, Data Protection Act 1998, National Service Framework on Medicines for Children (2004), Implementing the Disability Discrimination Act in Schools and Early Years Settings, Managing Medicines in Schools and Early Years Settings (2005), Including Me: Managing Complex Health Needs in Schools and Early Years Settings, Every Child Matters, Healthy Schools framework, Ofsted regulations, Guidance on infection control in schools and nurseries (1999)

Organisational policies: types eg Local Authority Policy Framework, medical conditions policy, health and safety policy, first aid policy, healthy school policy; training eg all staff trained to deal with common serious medical conditions, training for staff contracted to administer medicines by a qualified healthcare professional; medicines may be from general sales list, pharmacy only, prescription only

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

Own responsibilities and accountability: ways eg follow policies and procedures of school, voluntary role to administer medication which does not require special training to children under 16 years only with parents written consent, common law duty of care to act as a responsibly prudent parent in an emergency, no legal duty to administer medication unless contracted to do so, training given to staff who agree to administer medication, indemnity provided by local authority

Working with qualified health professional: roles eg school nurse, work within healthcare plan developed by health professionals, to ensure health and safety, to give parents/carers reassurance, training for competence and confidence

Seeking advice when faced with situations outside own area of competence: advice eg comply with policies and procedures of setting*,* ensure health and safety, give parents/carers reassurance

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

Purpose and significance of label onmedication: information eg name of child, name of medication, dosage, route of administration, storage, expiry date, administration in relation to food/meals

Administration of medication: routes of administration eg oral, topical including skin cream, eye/ear or nasal drop, inhaled, injection eg intra-muscular/ subcutaneous; storage, expiry date, administration in relation to food/meals

Types, purpose and function of materials and equipment: materials eg medicine pots, spoons, syringes, containers, wipes, drinking glasses, water jug, disposal bag, medication, administration record sheets/charts

Aids to help individuals take their medication: aids eg spacers to use with asthma inhalers, tablet cutters, oral syringe

Infection control and the potential consequences of poor practice: precautions eg implications of cross infection for children and young people, adults in the school, role model good hygiene practice

Why medication should only be administered against the individual's medication administration record and consistent with the prescriber's advice: dangers associated with overdose eg another member of staff may have administered medication, dosage may be changed

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

The importance of identifying the individual for whom the medication is prescribed: ensure the correct individual receives the correct medication

Confirm the medication against the prescription/ protocol with the person leading the administration before administering it: ways eg check the name of the medication, check instructions on the medication packaging, correct dosage, correct route of administration, check correct time for administering medication, check medication is in date, check contraindications and side effects

5 **Be able to prepare for the administration of medication**

Obtaining or confirming valid consent for the administration of medication: ways eg written consent to be given by parents for the administration of medication for children under 16 years, children encouraged to carry and administer their own emergency medication, written consent of parents needed for children under 16 years who may need emergency medication

Standard precautions for infection control: techniques eg hand washing/cleansing before, during and after the activity, use of personal protective clothing, management of blood and bodily fluid spillage; waste management eg sharps disposal

Selecting, checking and preparing medication: ways eg follow procedures of setting, check name of the medication, check instructions on medication packaging, ensure the correct dosage, check the correct route of administration, check the correct time for administering the medication, check the medication is in date

Referring confusing or incomplete instructions back to person leading the administration or the pharmacist: reasons eg dangers associated with administering medication eg if the dosage, the method of administration or frequency of administration is unclear

Checking and confirming 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: methods eg verbally, using other appropriate communication such as Makaton, using identity bracelets, using photo ID

6 **Be able to assist in the administration of medication**

Contributing to administering the medication to the individual using the correct technique and at the prescribed time according to the care plan: relevant to the medication eg asthma inhaler/nebuliser, insulin pens; oral medication; support appropriate to individual needs/stage of development of child

Assisting the individual to be as self-managing as possible: ways eg provide privacy, encourage, praise, establish routine

Seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication: relevant to medication eg short- and long-term effects, recording, informing parents

Monitoring the individual's condition throughout the administration process: awareness of possible side effects eg recognition of adverse signs, observation, reporting and recording

Adverse effects that may occur and the appropriate action to take: relevant to medication eg emergency aid if no improvement in breathing after using asthma inhaler, deterioration in condition after using EpiPi/AnaPen

Checking and confirming that the individual actually takes the medication and does not pass medication to others: ways eg appropriate supervision, avoid risk to health and safety of child, avoid risk to health and safety of other children

7 **Be able to contribute to the management of medications and administration records**

Accurate and up-to-date records of the administration of medication: reasons eg to ensure health and safety of child, reference for parents, may be required by health professionals to monitor condition of child, required by Ofsted

*Completing records relating to administration of medications legibly, accurately and completely :*records to include name of supervising staff member, child name, dose, date, time; accuracy and legibility essential for safety; for reference by parents and health professionals

Maintaining the security of medication and related records throughout the administration process and return them to the correct place for storage: follow procedures of the setting for dispensing and storing medication; ensure the security of medication records

Maintaining the confidentiality of information relating to the individual at all times: follow procedure of setting for confidentiality and data protection

Checking the stock level of medications and take appropriate action to obtain new stocks when required: parents responsibility to supply medication; inform parents when new stock will be required

Essential guidance for tutors

Delivery

The unit could be delivered through a combination of tutor input, individual/small-group research followed by presentations, and the use of case studies, visits or guest speakers. Active learning techniques should be used as much as possible, and learners should be encouraged to share their experiences of working in schools through employment, as a parent-helper or work experience. Learners could be encouraged to carry out internet research into aspects of legislation relevant to the administration of medicines in schools and then share their findings in small groups.

Learners should be given the opportunity to look at a range of school policies and procedures relevant to the administration of medicines and consider how these may impact on working practices.

Case studies could be used to consider roles, responsibilities and boundaries in relation to administering medication in school.

Learners could work in groups to research the medication required for different long-term conditions, for example diabetes, cystic fibrosis, anaphylaxis, asthma, and give a presentation about their findings to the whole group to help understanding of requirements and procedures for assisting in the administration of medication.

Having an opportunity to observe medicines being administered in school will help to consolidate learner knowledge.

Assessment

Assessment criteria 5.1, 5.2 , 5.3, 5.5, 6.2, 6.4, 6.6, 7.2, 7.3, 7.4 and 7.5 must be assessed in the workplace. Simulation may be used for assessment criterion 6.1.

Suggested assessment activities

Assessment will be through tasks, projects and other activities completed individually to meet the assessment criteria.

Below, for guidance only, are examples of assessment activities that may be used to satisfy the assessment criteria for this unit. However, centres are free to develop their own assessment activities and/or adapt those outlined below to meet local needs and resources.

The evidence for learning outcomes 1, 2, 3, 4 and assessment criteria 5.4 , 6.3, and 7.1 could be provided by production of a reference document for staff working in a school about their roles and responsibilities when assisting in the administration of medication. The document needs to include:

- the current national legislation and guidelines relevant to the administration of medication

- an outline of the organisational policies for the management and administration of medication

- a description of own responsibilities and accountability in relation to assisting with the administration of medication

- reasons why it is important to work under the direction of a qualified health professional when assisting with the administration of medication

- reasons why it is important to work within own area of competence and seeking advice when faced with situations outside own area of competence

- an explanation of the purpose and significance of the information which should be provided on the label of medication

- a description of the different routes for the administration of medication

- a description of the types, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility

- a description of the various aids which can be used to help individuals take their medication

- reasons why it is important to apply standard precautions for infection control and the potential consequences of poor practice

- reasons why medication should only be administered against the individual's medication administration record and consistent with the prescriber's advice

- reasons why it is important to identify the individual for whom the medications are prescribed

- reasons why it is important to confirm the medication against the prescription/ protocol with the person leading the administration before administering it

- reasons why it is important to refer confusing or incomplete instructions back to person leading the administration or the pharmacist

- reasons why it is important to seek help and advice from a relevant member of staff if the individual will not or cannot take the medication

- reasons why it is important to keep accurate and up-to-date records of the administration of medication.

Learners must be assessed directly on workplace performance for assessment criteria 5.1, 5.2, 5.3, 5.5, 6.2, 6.4, 6.6, 7.2, 7.3, 7.4 and 7.5 to demonstrate their competence in assisting in the administration of medication. Evidence will need to be provided of the learner:

- obtaining or confirming valid consent for the administration of medication

- applying standard precautions for infection control

- selecting, checking and preparing the medication according to the medication administration record or medication information leaflet

- checking and confirming 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

- contributing to administering the medication to the individual using the correct technique and at the prescribed time (this may be evidenced by simulation)

- assisting the individual to be as self-managing as possible

- monitoring the individual's condition throughout the administration process

- checking and confirming that the individual actually takes the medication and does not pass it to others
- contributing to completing the necessary records relating to the administration of medications legibly, accurately and completely
- maintaining the security of medication and related records throughout the administration process and returning them to the correct place for storage
- maintaining the confidentiality of information relating to the individual at all times
- checking the stock level of medications and taking appropriate action to obtain new stocks when required.

Essential resources

Learners will need access to a work placement or be employed in work with children and young people to provide the evidence required for this unit

Learners will need access to legislation and guidance documents for the relevant home nation and examples of school policies and procedures for the administration of medicines.

Indicative resource materials

Textbooks

Kamen T – *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3, 2nd Edition* (Hodder Education, 2008) ISBN 9780340959381

Journals

Early Childhood Education

Early Years Educator

Junior Education

Times Education Supplement (TES)

Websites

www.anaphylaxis.org.uk	The Anphylaxis Campaign
www.asthma.org.uk	Asthma UK
www.cftrust.org.uk	Cystic Fibrosis Trust
www.diabetes.org.uk	Diabetes UK
www.education.gov.uk	Department for Education
www.epilepsy.org.uk/education	Epilepsy Action
www.everychildmatters.gov.uk	Every Child Matters
www.medicalconditionsatschool.org.uk	Medical Conditions at School
www.teachernet.gov.uk/wholeschool/healthandsafety/medical	Teachernet

Unit 40:   Invigilate Tests and Examinations

Unit code: Y/601/7416

Level 3:   Specialist

Credit value: 3

Guided learning hours: 19

Unit aim

This unit provides the knowledge, understanding and skills required to invigilate external and internal tests and examinations, including module tests, practical and oral examinations, under formal conditions. It covers preparing examination rooms and resources, preparing learners for the tests and examinations, as well as running and ending tests and examinations according to the centre's procedures. It also covers dealing with specific situations such as access arrangements, emergencies and suspicion of malpractice.

Unit introduction

Learners that invigilate external and internal tests and examinations, under formal conditions across all age ranges, will benefit from completing this unit. It applies to learners working with all age ranges and learners will need the opportunity to engage in planning and leading tests and examinations in formal conditions to complete this unit successfully.

Learners will begin by developing their understanding of the policies and procedures for national and/or centre-based external and/or internal tests and examinations and will then be required to put their understanding into practice by preparing for the administration of them. In addition to being required to prepare themselves for leading the tests and examinations, learners will also be able to prepare pupils for them on completion of this unit. They will be able to demonstrate their ability to do so with an accuracy that is consistent with the policies and practices of the centre and relevant to the age range and needs of the pupils.

Learners will maintain, with precision, the security necessary in both the internal and examination environment to a standard that will satisfy any external examination inspection. They will be confident in delivering instructions to both pupils and fellow invigilators that ensure all examinations are conducted with absolute propriety and create an environment within which pupils are able to focus on completing the test or examination to the best of their ability.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand policy and procedures for the conduct of tests and examinations	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
2 Be able to prepare for tests and examinations	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
3 Be able to prepare candidates for tests and examinations	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 and ensuring that candidates have the correct papers and materials

Learning outcomes	Assessment criteria
	3.4 Explain the procedures for dealing with: candidates who are not on the test or examination attendance list and candidates who arrive late for a test or examination
4 Be able to implement invigilation requirements	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 and absent from a test or examination
	4.4 Apply the centre's procedures for dealing with: queries from candidates, disruptive behaviour or irregular conduct and candidates who want or need to leave the examination room during the test or examination
5 Be able to end tests and examinations	5.1 Demonstrate the correct procedures for ending tests and examinations including: collecting papers, allowing candidates to leave the examination room and 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 and some learners are still engaged in a test or examination

Unit content

1 **Understand policy and procedures for the conduct of tests and examinations**

Centre's policy: policy eg internal, external, teachers, invigilators, pupils

Procedures and regulations: regulations eg national, centre based, inspection procedure

Access for pupils with additional needs: arrangements eg physical access, special educational needs staff, reading assistance, writing assistance, use of ICT, sign interpreter, setting up an examination room

Health, safety and security emergencies during a test or examination: procedures eg policy, heating, lighting, ventilation, silence, registration of all in test or examination room, fire

Supervising candidates between tests and examinations: requirements eg identification, security, integrity, procedures

2 **Be able to prepare for tests and examinations**

Setting up an examination room: requirements eg environment, number and positioning of desks, seating plan, clocks, centre number

Materials including the correct test or examination papers: comply with specific requirements; erratum notices

Custody of question papers and other test or examination materials: arrangements eg security, administration, tests and examination calendar, timetables

Requirements for the test or examination and/or those involved: requirements eg times, support materials, recording facilities, playback facilities, subject-specific equipment

Emergency communication system if available: checks eg functioning telephone (mobile), intercom, text, identified personnel

3 **Be able to prepare candidates for tests and examinations**

Examination room: preparation eg compliance, regulation, time keeping

Procedures for admitting candidates into the room: factors eg different examinations in one environment, supervision, order, silence, methods for securing that unauthorised equipment/materials are not brought in

Checks: range eg test and examination pupil entry lists, supervision, plans, roles and responsibilities, forbidden equipment, acceptable equipment, supplies, authorised stationary, test and examination papers

Candidates not on the test or examination attendance list or who arrive late for a test or examination: requirements eg policy, pupil identity, recording, accuracy

4 **Be able to implement invigilation requirements**

Rules and regulations: checks eg integrity of tests and examinations environment, own responsibility, responsibility of examinations officer/other invigilators, malpractice

Instructions to candidates at the start of tests and examinations: communication eg diction, clarity, correct papers and procedures

Attendance register: procedures eg candidate lists, accuracy, methods of recording

Queries from candidates, disruptive behaviour or irregular conduct and candidates who want or need to leave the examination room during the test or examination: procedures eg manage learner behaviour, competence, appropriate referral

5 **Be able to end tests and examination**

Ending tests and examinations: procedures eg times, completion, order of test and examination paper collection according to candidate numbers, order of test and examination learner departure from the secure environment, completing examination records, numbers of different examinations in one environment, security

Differentiate between ending tests and examinations when all candidates are due to finish their test or examination at the same time or where some pupils are still engaged in a test or examination: procedure eg time keeping, accuracy, safe custody of papers, silent egress

Essential guidance for tutors

Delivery

It is essential that learners have a good understanding of the policy and procedures for the conduct of tests and examinations. A helpful way of establishing learner knowledge could be to introduce the unit through a series of activities, which learners engage in collaboratively, explaining elements of policy and procedure to each other. This activity will develop confidence that will enable learners to deliver instructions to examination or test candidates in the examination setting. Opportunities for role play, explaining to fellow learners the reasons why a pupil may need to be supervised between tests and

examinations for example, could be useful and develop learners' ability to communicate important facts with clarity and accuracy.

Enabling learners to discuss and plan how they would prepare for tests and examinations will develop shared understanding and groups of learners may develop a flow chart or checklist collaboratively. To embed the learning experience learners could act as a critical friend to each other by using the checklist they have developed for their own use to inform the routines of others in the group. Discussion of learner experiences of sitting examinations themselves could raise awareness of how policies and procedures support learners in the test or examination setting and emphasise the importance of ensuring that adequate systems for communicating in an emergency are available and functional.

The ability of learners to adhere to procedures and timetables could be developed by requiring them to act out preparing pupils for tests and examinations in a condensed form to a contracted timetable that they prepare and carry out with fellow learners. Group activities of this nature will enable them to practise communication skills and learn the procedures that will need to be executed with precision consistently. Policies and procedures at a national and school level may be age related so learners will need to develop an awareness of these and be able to adjust their vocabulary appropriately. It is important in delivering this unit that learners are given the opportunity to practise the routines and the delivery of clear and unambiguous instructions. Paired activities where learners explain to others their understanding of instructions delivered to them will help to refine their communication skills. Learners may also benefit from exploring approaches to invigilating tests and examinations in a multicultural setting where bilingual and/or multilingual pupils are being examined.

Assessment

Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 4.2, 4.3, 4.4, 5.1 and 5.2 must be assessed in the workplace.

As part of this unit learners will need to model the actions necessary to secure the effective administration of tests or examinations. It is therefore essential that learners are assessed in the workplace where they may demonstrate the appropriate behaviours before, during and after the test or examination.

This unit could be assessed through tasks supported by other evidence (for example witness testimony taken from a professional development record/file) if it contributes specifically to the assessment requirements. Tasks would need careful sequencing to ensure that they are completed in a way that not only complies with examination board policy and procedures but also in an appropriate chronological order to reflect the learner's ability to maintain high levels of security in the administration of tests or examinations.

The importance of order means that learning outcome 1 must be met before learners use their knowledge to demonstrate the ability to put their understanding into practice. Learners will need the opportunity to explain the examination procedures for both internal and external tests or examinations. Therefore this learning outcome could be assessed in discussion supported by written evidence in which the individual sets these out in their own words or translates them into language with accuracy and appropriately for the target audience. Some elements of learning outcome 1 could be evidenced by witness statements.

Learning outcomes 2, 3, 4 and 5 require learners to demonstrate, discuss and explain how their contribution to supporting teaching and learning has benefited individual pupils. Evidence could take the form of a storyboard that catalogues their contribution to planning learning, how and why they selected and prepared the learning resources used, a narrative about how they demonstrated their ability to support learning, their observations of pupil participation and progress and how they were used to improve practice.

Suggested assessment activities

A single statement from an expert witness may cover more than one assessment criteria. However, it may be beneficial, or necessary, to secure statements from more than one expert witness in order to cover the learning outcomes. There should be at least one expert witness statement to describe learner performance.

Evidence of learner understanding and skills could be provided in a number of formats. These may be in the form of learner records or statements from training mentors that evidence discussions where the learner has adequately demonstrated their understanding or they could take the form of instruction texts they have relied on, notes they have produced to help them follow procedures, emails or other checklists. A copy of learner registers could be used to support the achievement of 4.3 for example.

A diary or personal log of the learner actions that illustrates how they carried out their roles and responsibilities, and the order in which they did so, could also be used as evidence of learning outcomes being met.

Essential resources

As this is a work-based programme, all learners will either be directly involved in the invigilation of tests and examinations or have access to situations or schools/organisations running external and internal examinations. All learners will need an opportunity to observe others administering tests and examinations in different environments that could be across phases (Ages 4 to 11, 11 to 14 and 14 to 19 years).

It is strongly recommended that this unit is taught by a tutor with appropriate experience in leading teams of tests and examination invigilators.

Indicative resource materials

Textbooks

Burnham L – *Supporting Teaching and Learning in Schools (Secondary)*
(Heinemann, 2010) ISBN 9780435032050

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.education.gov.uk	Department for Education
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
qualifications.pearson.com	Pearson
www.tda.gov.uk	The Training and Development Agency for Schools
www.teachernet.gov.uk	Teachernet

Unit 41: Lead an Extra-curricular Activity

Unit code: A/601/8333

Level 3: Specialist

Credit value: 3

Guided learning hours: 16

Unit aim

This unit assesses competence in leading an extra-curricular activity such as a club, recreational activity, sports team or performing arts activity, under the direction of the school but with limited supervision.

Unit introduction

The unit explores the importance of planning and delivering extra-curricular activities for individuals and groups of children and young people. The Learner will be able lead the delivery of a variety of activities once they have successfully completed this unit.

During this unit learners will need the opportunity to lead extra-curricular activities.

They will experience planning a range of activities that enrich and enhance the experiences of children and young people. By the end of this unit, learners will be able to deliver activities for individuals and groups and contribute effectively to the experiences that are offered to them beyond the core curriculum. Learners will engage pupils in a broad range of opportunities and encourage them to participate in extra-curricular activities that extend their knowledge, understanding or skill acquisition as well as providing a source of enjoyment and personal development. Learners will also be skilled in supporting pupil performance and will be able to intervene appropriately to support ongoing pupil improvement. Learners will understand how to engage children and young people in reviewing extra-curricular offers to inform improvements in the future.

On completion of this unit learners will be able to lead and plan extra-curricular activities and manage the resources used to support pupils to participate in extra-curricular activities safely, deliver extra-curricular activities in a way that encourages and enthuses pupil engagement and reflect on the quality of and improve extra-curricular activities.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand the aims and requirements of the extra-curricular activity	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
2 Be able to prepare for leading an extra-curricular activity	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
3 Be able to prepare children and young people for an extra-curricular activity	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 and 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 and are motivated to take part without putting undue pressure on them

Learning outcomes	Assessment criteria	
4 Be able to lead an extra-curricular activity	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
5 Be able to review and improve extra-curricular activities	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 content

1 **Understand the aims and requirements of the extra-curricular activity**

Aims and content: explain eg objectives, outcomes, aims, content, knowledge acquisition, skill acquisition, experience, short- medium- long-term learning outcomes, audience, experience, expectations

Values or codes of practice: range eg national, local, professional, discipline, policies and procedures, activity, subject specific, health and safety, risk assessments, guidance, statutory, legal framework, parameters

Health and safety: health and safety policy eg setting out equipment, correct and safe use of equipment and materials, being aware of potential safety issues when taking pupils out of their usual setting, legal and organisational responsibilities for safeguarding children and young people

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

Equipment and resources: range eg choice, equipment lists, provision and selection of a range of materials, equipment to support the activity

Prepare equipment and resources: considerations eg materials, relevant, special educational need, physical adaptability, quantity, count equipment and/or resources, quality, check for sizes, condition, safety, repair, set out, spares

Prepare environment: preparations eg risk assessment, appropriate forms, identify group leaders, appropriate supervision, identify sign off, Criminal Records Checks (CRB), aims, activity, engagement, expertise of leaders, supervisors, participant experience, skill level, knowledge base, risk assessment, health and safety standards, sufficient supervision

Dress: specialist clothing eg weather, wet, sun, temperature, footwear, safety, comfort

3 **Be able to prepare children and young people for an extra-curricular activity**

Interact with pupils: communication eg using communication skills appropriate to the pupil's level, language, voice, interpersonal skills, full attention, active listening, eye contact, available but not intrusive, offer new ideas and resources, inclusive encouraging expression of needs, feelings, listening, discussion, being sensitive to cultural differences

Organisational procedures for: checking those present eg identify, count, accuracy, register, missing children; ensuring dress code eg indoor, outdoor, specialist clothing, safety clothing, preparation requirements, availability and location of equipment, taking account of the needs of all pupils in the learning environment, including those with additional or special needs, location of safety equipment

Information about the activity: preparation eg planning, timeline for activities, equipment, information sharing, letters, boundaries, roles and responsibilities, appropriate allocation of staff or adult volunteers to groups of pupils, behaviour, withdrawal of pupils, method of travel, journeys on foot, cars, school minibus, organised transport, public transport

Relevant experience and/or skills: research eg discuss, enquire, pre registration, questionnaire, previous relevant experience, skills base, qualifications, records

Ensuring the children and young people understand the activity : eg inform, explain, demonstrate, parameters, raise awareness, questions, supervise, timings if applicable; mentally and physically prepared eg mentor, coach, methods appropriate to age, stage, special educational needs, check understanding, physical condition, parameters; are motivated eg acknowledge, encourage, attentive, advocate, ambassador, variety of activities, participation, incentives, rewards, attendance, praise positive behaviour

4 Be able to lead an extra-curricular activity

Develop the activity: ways eg set objectives, plan according to need, observe, monitor, possible engagement with awarding bodies, qualifications

Give feedback at appropriate points: ways eg summarise, praise, acknowledging and celebrating successes and achievements, setting goals or actions in areas identified as needing improvement, difference between intentions and actual actions

Provide additional explanations and demonstrations: ways eg modelling, observe elite performers, coach, highlight performance, extension tasks, activities, opportunities

Encourage feedback and respond to feelings: ways eg request feedback, evaluation, receptive, showing respect for individuality, the feelings of others and group versus individual needs, listening, supporting positive relationships between pupils and other adults in the setting

Vary activity to meet new needs and opportunities: ways eg consider age, stage, needs, abilities, respond to feedback, review, investigate alternatives, adapt, plan, differentiate, introduce new tasks

Prepare children and young people to finish their activities: ways eg give notice, supervise, inform when next activity takes place, resources, return materials as directed, storage, encourage learners to dispose of waste in a safe and tidy manner, check condition of materials and equipment after use

5 Be able to review and improve extra-curricular activities

Review the activity: ways eg observe, question, interact, discuss, test, national, local, objectives, sharing factors that have hindered progress, strategies for improvement, for reflection

Transfer learning to areas of school curriculum and other areas of life: ways eg analysis, self review of progress, functional skills, broader curriculum

Improve own contribution to extra-curricular activities: ways eg reflect, seeking, identifying and resolving problems, seeking alternatives, consideration of different perspectives, consideration of potential consequences, testing ideas, synthesising ideas, maintaining an open mind, evaluation and review

Essential guidance for tutors

Delivery

Some of the knowledge and understanding for this unit may come from learner research or practical work experience, whilst some will be gained in the classroom or from observed practice in a work placement. In delivering this unit, tutors should support learners in acquiring a thorough awareness of how to lead and deliver extra-curricular activities and of how to use them safely and effectively within a broad range of learning environments. Learners should be able to do so with the support of a lead professional.

Delivery may involve a mixture of tutor input, with guidance for learners on the choice of appropriate materials to support the activities, which may vary enormously depending on the activity. Use of DVD/video materials, where possible, would complement delivery, particularly for those learners who do not have permanent access to a setting or have limited access to a setting. Learners will benefit from the opportunity to observe experienced practitioners modelling best practice and this experience could form an essential part of learner development. This insight into how to effectively lead the planning and delivery of extra-curricular activities could also be achieved by using videos or perhaps viewing relevant programmes shown on Teachers TV for example. Relevant sections of frameworks and policies for the learner's country could be consulted. In England, for example, National Strategy documents could be consulted for information and guidance, for example the sections on schools, personalised learning, Common Core of Skills and Knowledge for the Children's Workforce and Safer School Partnerships (Child and Young Person Development, Safeguarding and Promoting the Welfare of the Child). Learners should be encouraged to read relevant organisational documents for a specific activity in their country as well as key national policies. Visiting specialist speakers would enhance learner experience significantly.

When delivering these learning outcomes tutors may choose to identify a variety of extra-curricular activities and work with a group of learners to develop plans that inform how they would prepare the activities and pupils. The tutor may choose to use role play and to enable learners to develop the skills they will draw on when discussing, sharing ideas with guidance and communicating with pupils to review and improve extra-curricular activities. Tutors could engage learners in planning and leading an extra-curricular activity for their peers that draws on a hobby or interest of the learner. This would engage them in performing all the activities required for successful completion of this unit and also help develop their confidence.

Learning outcome 5 could be achieved by using video material, or activity observation, and asking learners to observe, record outcomes and the extent to which the extra-curricular activity outcomes were achieved. They could reflect on the case study material they have watched and use their deductions to inform a discussion about how feedback from children, young people and colleagues can be used to improve extra-curricular activities. Alternatively, learners could reflect on the activity they have delivered to their peers, using knowledge and experience from their own skills base, to enable them to capture the views of others to reflect on and improve future activity.

Appropriate work experience is required for all learners in order to undertake delivery of the extra-curricular activities as well as preparing for and closing the activities in this unit.

Assessment

Assessment criteria 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1 and 5.2 must be assessed in the workplace.

Suggested assessment activities

Some of the assessment for this unit will be written work as learning outcome 1 requires description. Learners should supplement their evidence for learning outcome 1 with descriptions or examples of practical work where possible. Evidence could come, for example, from activities learners have undertaken on their work experience.

A single portfolio of sustained work may be submitted for this unit that follows the development of an extra-curricular activity through from the planning stage to completion and illustrates how the learner will then use pupil feedback to inform the subsequent activity.

To satisfy learning outcome 1 learners could create a plan that explains the aims and objectives of the extra-curricular activity, any relevant values or codes of practice as well as health and safety requirements. This could be in the form of a proposal to a lead professional within the work setting that seeks approval for an activity to take place. Learning outcome 2 requires learners to demonstrate how they select equipment and resources, prepare them and the environment for an extra-curricular activity they are leading. This could be satisfied as part of the same portfolio and could also be in the form of a proposal to a lead professional within the work setting seeking approval for an activity to take place. Alternatively, evidence could take the form of a factsheet or checklist that learners have created for other activity leaders to use should they be required to deliver the same activity in the future. This should contain evidence that illustrates how they attended to relevant health and safety requirements when preparing pupils, the environment and any necessary resources or materials of the quality and quantity required.

Evidence for learning outcome 3 could take the form of witness statements that confirm how learners prepared children and young people to participate in an extra-curricular activity, how they communicated with them and how they checked attendance, their dress and shared information. This learning outcome also requires learners to demonstrate how they established the skills base of the participants and ensured all pupils understood what they would be doing. A learner log that explains how they achieved this could be submitted as evidence and could be supplemented with example questionnaires or prompt sheets that were used to brief pupils and establish the extent of their previous experience in relation to the planned activity. Learning outcome 4 requires learners to lead an extra-curricular activity. They must demonstrate how they developed the activity to add pace and challenge for the children and young people participating and how their intervention and feedback enabled them to enjoy the learning experience. Witness statements could again form part of the portfolio that confirm learner ability to carry out these responsibilities and to respond to pupil interactions, behaviour and feelings appropriately.

Evidence for learning outcome 5 could be presented in the form of personal development plan illustrating how learners obtained feedback from pupils, perhaps in the form of an evaluation sheet for pupils to complete about the activity used as the focus for the intended portfolio activity. This should also include suggestions for future development relating to how learners can develop the extra-curricular activities to meet the needs of children and young people and broaden their skills base.

Essential resources

As this is a work-based programme, all learners will either be directly involved in working as part of a team or have access to situations or schools/organisations where adults work in teams to support teaching and learning activities. All learners will need an opportunity to participate in a team activity within the teaching and learning environment.

Indicative resource materials

Textbooks

Brookes G – *The Complete Guide for Teaching Assistants in Secondary Education* (Continuum International Publishing Group Ltd, 2008) ISBN 9780826499066

Burnham L and Diaz L – *Interactive Tutor Resource for Teaching Assistant*s: *S/NVQ Levels 2 and 3* (Heinemann Educational Publishers, 2007) ISBN 9780435117252

Cheminais R – *Every Child Matters: A Practical Guide for Teaching Assistants, 1st Edition* (David Fulton Publishers Ltd, 2008) ISBN 9780415458764

Diaz L and Burnham L – *S/NVQ Level 3 Teaching Assistant's Handbook: Secondary Schools, 2nd Edition* (Heinemann, 2008) ISBN 9780435449391

Hryniewicz B – *Teaching assistants: The Complete Handbook, 2nd Edition* (Adamson Publishing, 2007) ISBN 9780948543029

Kamen T – *Teaching Assistant's Handbook, 2nd Edition* (Hodder Arnold, 2008) ISBN 9780340959381

Lang R – *The Art of Positive Communication* (Nasen/David Fulton, 2005) ISBN 9781843123675

Morgan J – *How to Be a Successful Teaching Assistant* (Continuum International Publishing Group Ltd, 2007) ISBN 9780826493286

Richards G and Armstrong F – *Key Issues for Teaching Assistants: Working in Diverse and Inclusive Classrooms, 1st Edition* (Routledge, 2007) ISBN 9780415434256

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

www.asa-awards.co.uk	Amateur Swimming Association
www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development

qualifications.pearson.com	Pearson
www.education.gov.uk	Department for Education
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
www.hse.gov.uk	Health and Safety Executive
www.hse.gov.uk/pubns/indg218.pdf	Health and Safety Executive - A Guide to Risk Assessment Requirements
www.lifesavers.org.uk/	The Royal Lifesaving Society UK
www.open.ac.uk	The Open University
www.tda.gov.uk	The Training and Development Agency for Schools
www.teachernet.gov.uk/firstaid	Teachernet - Guidance on First Aid for Schools
www.teachernet.gov.uk/responsibilities	Teachernet- Health & Safety: Responsibilities & Powers
www.teachernet.gov.uk/visits	Teachernet
www.theaward.org	The Duke of Edinburgh's Award

Unit 42:   Maintain Learner Records

Unit code: Y/601/8338

Level 3 :   Specialist

Credit value: 3

Guided learning hours: 12

Unit aim

This unit provides the knowledge, understanding and skills needed to maintain learner records. It requires demonstration of competence in collecting and inputting data, maintaining the safety and security of records and sharing information with those authorised to receive it.

Unit introduction

Learners that are responsible for maintaining pupil records across all age ranges will benefit from completing this unit. It applies to learners working with all age ranges and learners will need the opportunity to engage in record keeping within the setting to complete this unit successfully.

Learners will begin by developing their understanding of the policies and procedures for maintaining records according to organisational policy for national and/or centre-based external and/or internal tests and examinations as well as a broad range of other information some of which constitutes the education record of pupils. They will demonstrate their ability to maintain records with an accuracy that is consistent with the policies and practices of the setting and relevant to the age range and needs of pupils.

On completion of this unit learners will be able to maintain the safety and security of pupil records and have the ability to share the information held with those authorised to receive it and within the boundaries of their role and responsibilities.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand the organisational policy and procedures for maintaining learner records	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 and 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
2 Be able to maintain learner records	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
3 Be able to maintain the safety and security of learner records	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

Learning outcomes	Assessment criteria
4 Be able to share information with those authorised to receive it	4.1 Explain the importance of information sharing, how it can help and the dangers of not doing so
	4.2 Explain how the Data Protection Act can be a tool to enable and encourage information sharing
	4.3 Assess the relevance and status of information
	4.4 Comply with legal and organisational requirements for information sharing

Unit content

1 **Understand the organisational policy and procedures for maintaining learner records**

Pupil records: types eg according to policy of setting, legal requirements, data transfer at key stages, Educational Record, Child Protection Records

Own role in maintaining pupil records: factors eg conform to organisational and national requirements, own responsibilities, job descriptions, professional standards, requirements

Information: types eg academic records, subject specific, personal, reports, Record of Achievement, examination results, performance table, results, awarding bodies, Individual Education Plans, special educational needs, medical conditions, attendance, school meals, extra-curricular activities

Explain the importance of: updating records eg frequency, up-to-date information, point of reference, informing future learning, care, intervention; checking the validity and reliability of information eg accuracy, ethical cultural considerations, verify sources, integrity of data, evidence base, interpretation of marking schemes, awarding body requirements

Potential problems with individual pupils and what action to take in response to these: types eg under achievement, failure to reach expected levels of achievement, comparisons, negative trends, application of results, limitations, conclusions, poor attendance, child protection issues

2 **Be able to maintain learner records**

Update pupil records from valid and reliable sources: sources eg self-assessment records, peer assessment, parent, teachers, other professionals

Check information: checklist eg requirements, appropriate, evidence base, interpretation of marking schemes, awarding body requirements, standards

Concerns: sources eg evidence base, appropriate, sensitivity, empathy, confidentiality, disclosure, consent

Update pupil records at agreed time intervals: frequency eg timeframes according to need, key stage, end of year, examinations, weekly, daily

Ensure pupil records are accurate, complete and up to date: quantitative eg using specialist software, statistical techniques, grades, marks, percentages; qualitative, eg interpreting transcripts, sources of error, bias, checklist, comments

Maintain confidentiality: importance eg data protection, ethical considerations, appropriate procedures for reporting and sharing information

3 **Be able to maintain the safety and security of learner records**

Return pupil records: ways eg location, secure storage, filing, mechanisms for filing, ICT

Storage and security of pupil records: procedures eg policy of the setting, confidentiality, access, labelling, recovery

Report breaches to security of pupil records to the appropriate person: ways eg policy of the setting, requirements, responsible person, awareness, reflect, acting within own role and responsibility

4 **Be able to share information with those authorised to receive it**

Importance of information sharing: reasons eg purpose, understanding, common knowledge base, audience, relevant, supporting learning, special educational needs, wellbeing, care

Data Protection Act as a tool to enable and encourage information sharing: ways eg requirement, guidelines, roles and responsibilities, information transfer, appropriate audiences, relevant, up to date, subject of the information may see it on request, disclosure

Assess the relevance and status of information: methods of collection eg free description, snapshot, narrative, time sample, event sample, participatory, non-participatory, checklist; evidence eg photographs, examples of children's work, transcripts of conversations, Statement of Special Education Need, Parenting Order, guardian

Comply with legal and organisational requirements: requirements eg compliance, regulation, national, local policies, policies of the setting, levels of security, electronic communication, roles and responsibilities, educational record, information transfer, appropriate audiences, communication, child protection, disclosure

Essential guidance for tutors

Delivery

The knowledge and understanding for this unit will be put into practice in a school setting. Tutor input and learner activities, including the learner's own research into policies and procedures for the maintenance of pupil records should play a major role in delivery. Learners should be encouraged to discuss how pupil records are created, updated and maintained with professionals in school settings, how sensitive information is managed, how records are organised and how the learner may support these.

Learners should be encouraged to think about their own role in maintaining pupil records. Learners could be engaged in researching different ways of presenting information that measures progress, suitable software packages for example and be encouraged to discuss with other learners the different types of information that may need to be recorded and share examples from their workplace that could vary according to the different age ranges of children and young people. This could be delivered as a group activity so that learners can share their understanding of the importance of updating records on a regular basis and checking the validity and reliability of information. An interesting discussion about how learners recognise when the records or data held inform a concern or a potential problem, and how they decide how they will react in such a situation, should be prompted by the tutor. Case studies may be a useful source of material to support this activity. Learners could also be presented with a case study/studies to discuss how they would record the special needs of specific pupils and how this information could be shared to ensure that all colleagues were informed about their needs and those of pupils at risk. Case studies could also be used to enable learners to make sound judgements about raising any concerns about the information they receive and hold with the relevant people.

Developing a template or checklist of tasks that learners could refer to as a toolkit for obtaining the information they need to update pupil records, check their reliability, completeness, relevance and validity would be a useful exercise. This could be expressed on a timeline that enables learners to consider how they secure records are updated at agreed time intervals so that they are always kept up to date and complete.

Elements of maintaining confidentiality and the safety and security of pupils' records may need to be taught, although learners should be encouraged to share the systems they use to ensure learner records are returned promptly to the correct place after use, stored securely and the systems used for reporting breaches of security to develop a shared understanding of the importance of these elements in maintaining the integrity of pupil records.

A further taught element will be the legal and organisational requirements for information sharing and the Data Protection Act, not simply as a statutory policy to inform procedures but also how it can act as a tool to enable and encourage information sharing. Discussion about these issues will develop learner understanding of the relevance and status of information and it can be appropriately shared.

Assessment

Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 4.3 and 4.4 must be assessed in the workplace.

Suggested assessment activities

As part of this unit learners will need to model the actions necessary to secure the effective maintenance of pupil records. It is therefore essential that learners are assessed in the workplace where they may demonstrate the appropriate behaviours. This unit could be assessed through tasks supported by other evidence (for example witness testimony taken from a professional development record/file) if it contributes specifically to the assessment requirements. Tasks would need careful sequencing to ensure that they are completed in a way that not only complies with the policies and procedures of the setting but also in an appropriate chronological order to reflect the learner's ability to maintain appropriate levels of security, as well as collect and distribute information in relation to tests or examinations and personal or sensitive information for example.

The importance of 'order' means that learning outcome 1 must be met before learners use their knowledge to demonstrate the ability to put their understanding in to practice. Learners will need the opportunity to explain organisational policy and procedures for maintaining pupil records. Therefore this learning outcome could be assessed in discussion supported by written evidence in which the individual sets these out in their own words for a target audience which could be for colleagues, teachers or other professionals who work within the setting. Some elements of learning outcome 1 could be evidenced by witness statements and others could take the form of PowerPoint presentations or briefing notes.

Learning outcomes 2, 3 and 4 require learners to demonstrate, discuss and explain how they have maintained pupil records with integrity. Evidence could take the form of a calendar that catalogues the actions learners took and the timeframes in which they were undertaken to secure accuracy and currency as well as how records were kept safe and secure. Learners could provide a security checklist that evidences their ability to recognise potential breaches in the security of pupil records and informs how they then report their concerns to the appropriate person. Evidence could also be supplemented with a storyboard that catalogues their contribution to maintaining the records and how and why they raised concerns about an individual or group of individuals within a framework of confidentiality. The storyboard could also be used to explain the importance of sharing information and the potential dangers of not doing so. Learners could present case studies from their experience in the setting to illustrate how they have used the Data Protection Act to enable information to be shared, how they reached decisions about the information that was to be shared and how this was managed within legal and organisational requirements. Narrative in the form of witness statements about how they demonstrated their ability to maintain pupil records could also be submitted as evidence.

Essential resources

Learners will need access to appropriate pupil records and data.

Indicative resource materials

Textbooks

Hryniewicz B – *Teaching Assistants: The Complete Handbook, 2nd Edition* (Adamson Publishing, 2007) ISBN 9780948543029

Kamen T – *Teaching Assistant's Handbook* (Hodder Arnold, 2 Rev Edition, 2008) ISBN 9780340959381

Morgan J – *How to Be a Successful Teaching Assistant* (Continuum International Publishing Group Ltd, 2007) ISBN 9780826493286

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.education.gov.uk	Department for Education
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
www.ico.gov.uk	Information Commissioners Office
qualifications.pearson.com	Pearson
www.tda.gov.uk	The Training and Development Agency for Schools
www.teachernet.gov.uk	Teachernet

Unit 43: Monitor and Maintain Curriculum Resources

Unit code: D/601/8342

Level 3: BTEC level 3

Credit value: 3

Guided learning hours: 14

Unit aim

This unit provides the knowledge, understanding and skills to monitor and maintain curriculum resources. It requires competence in establishing resource requirements, maintaining supplies of resources, monitoring and maintaining stock, and preparing and issuing resources.

Unit introduction

Learners responsible for maintaining curriculum resources will benefit from completing this unit. It applies to learners working within a range of educational settings and learners will need the opportunity to monitor the use of educational resources, order them and maintain records about their use to complete this unit successfully.

Learners will begin by developing their understanding of the policies and procedures for maintaining resources according to organisational policy or national regulations regarding health and safety. They will their ability to maintain records of the appropriateness of resources in supporting the educational aims and learning outcomes set by colleagues with an accuracy that is consistent with the policies and practices of the setting and ensure that adequate supplies are maintained relevant to the age range and needs of pupils.

By the end of this unit learners will be able to maintain the safety and security of resources and have the ability to share the information held with those authorised to receive it and within the boundaries of their role and responsibilities.

Learners establish the requirements for curriculum resources and maintain their supply, monitor stocks of curriculum resources and maintain, prepare and issue resources.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the organisational policy and procedures for maintaining curriculum resources	1.1 Explain the organisational policy and procedures for maintaining curriculum resources
	1.2 Explain where to get information and advice about:
	a) curriculum resources appropriate to the needs of learners in the setting
	b) use of curriculum resources
	c) suppliers
	d) maintenance of curriculum resources
	1.3 Explain the importance of meeting agreed timescales and budget for the supply of curriculum resources
2 Be able to establish requirements for curriculum resources	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
3 Be able to maintain supplies of curriculum resources	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

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Learning outcomes	Assessment criteria
	3.4 Comply with organisational procedures for: a) obtaining authorisation to purchase resources b) ordering materials and equipment c) maintaining records of orders and deliveries 3.5 Track orders and deliveries of materials and equipment 3.6 Take appropriate action in response to any delivery problems
4 Be able to monitor stocks of curriculum resources	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
5 Be able to maintain curriculum resources	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
6 Be able to prepare and issue curriculum resources	6.1 Prepare resources for use as requested by relevant people 6.2 Demonstrate ways of ensuring users are aware of relevant health and safety guidance when issuing resources 6.3 Maintain accurate records of resources issued

Unit content

1 **Understand the organisational policy and procedures for maintaining curriculum resources**

Policy and procedures: types eg national, local, curriculum, health and safety, Key Stage

Information and advice: curriculum resources eg requisitions, lesson plans, schemes of work, curriculum documents, individual education plans, pupil-level information, pupil grades, equipment lists, materials, ICT hardware, software, books, written materials, DVDs; use of curriculum resources eg good practice guides, requisitions, lesson plan, schemes of work, curriculum documents; suppliers eg finance department, catalogue of suppliers, specialist suppliers, local authority, internet, national, local providers; maintenance of curriculum resources eg care, instruction booklets, electrical advice documents, health and safety policy, subject area, staff handbook, support teams in the setting

Meeting agreed timescales and budget for the supply of curriculum resources: ways eg dependency of lesson plans on available equipment, delivery of the curriculum, meet pupil needs, best value, limited resources; perishables, financial constraints

2 **Be able to establish requirements for curriculum resources**

Resources support teaching and learning: ways eg lesson plans, signpost resources, appropriate, standards, model outstanding work, stimulate creativity, celebrate, achievement, diversity

Liaise with teachers regarding their lesson plans and anticipated resource needs: review eg learning objectives, aims, learning outcomes, re-useable resources, audience, specialist equipment

Curriculum resources needed to support curriculum delivery in own area of responsibility: requirements eg consult with leader of learning, teacher, line manager, variety, type, pupil numbers, group size, pupil need, special educational need, gifted and talented, differentiated materials

Specific requirements: according to eg learning objectives, timescale, special features, disposable, re-useable resources, linguistic demand, cultural focus, specialist equipment

Demand for and use of resources for improving quality, supply and suitability: actions eg record frequency of use, numbers used, monitor, refresh, equipment, purpose and materials used, software upgrades

3 **Be able to maintain supplies of curriculum resources**

Resources and suppliers for future requirements for curriculum resources: curriculum plans for the future eg anticipated need, programme of monitoring, review; amend numbers, adapt, new resources, sources of supply

Best value in terms of suitability, cost and organisational requirements: considerations eg meet need of curriculum, leader of learning needs, children or young people's needs, appropriate, price, purchasing by bulk, quantity, frequency of purchase, ability to store

Resources meet requirements of users: ways eg monitor, opinion of head of department, faculty leader, leader of learning, support worker who will use the materials to support learning, enable learning outcomes to be achieved, ability to adapt to meet individual needs

Comply with organisational procedures: purchase resources eg policy of the setting, authority, leader of learning, line manager, requisitions; order materials and equipment *eg* policy of the setting, approved providers, authority; maintaining records eg policy of the setting, when delivery takes place, signatories, recording delivery

Track orders and deliveries: ways eg evidence trail, check delivery against order, count, finance department, signatories

Delivery problems: roles and responsibilities eg policies of the setting, communicate with suppliers, deliverers, communicate with user, leader of learning, line manager, finance department, failure to deliver, delivery of incorrect materials, failure to deliver in agreed time frames

4 **Be able to monitor stocks of curriculum resources**

Demonstrate ways of storing stock safely and securely, ensuring effective stock rotation where appropriate: policy of the setting; storage; shelving; health and safety; safe lifting; equipment for movement, safe storage; hygiene; perishable; location; order of use.

Carry out regular stock checks to monitor and maintain the availability of resources: count; record; consumables; reporting shortages; check condition of materials and equipment after use; recycle.

Maintain a complete and accurate inventory of resources in own area of responsibility: count; inventory, catalogue, directory, record; mechanism of ordering supplies, recording use.

Demonstrate ways of keeping relevant people informed of stock availability: sharing information, publish; users; teachers; heads of departments; subject leaders; senior managers; bursar; other support staff; plan ahead; inform according to calendar of curriculum delivery and needs.

5   **Be able to maintain curriculum resources**

Inspections of resources in line with legal, regulatory and organisational requirements: ways eg observation, action, health and safety, electrical safety monitoring, safety testing, hazardous materials, hygiene

Cleaning and maintenance of resources: requirements eg in line with policy of the setting, cleaning routines, care instructions, servicing requirements

Problem with maintaining resources: inform eg relevant roles and responsibilities, identified person, leader of learning, line manager

Dispose of waste and redundant resources: dispose of waste in a safe and responsible manner eg hazardous waste, consumables, reporting shortages, check condition of materials and equipment after use, salvage, recycle

Work safely complying with health, safety and environmental regulations and guidelines: health and safety policy, national, local level, environment, hazardous waste, products, chemicals, hygiene

6   **Be able to prepare and issue curriculum resources**

Prepare resources for use as requested by relevant people: prepare eg according to instructions, requirements for use, lesson plans, ready in advance, appropriate time, appropriate person, authority

Demonstrate ways of ensuring users are aware of relevant health and safety guidance: ways eg health and safety guidance at national, local level, publish, share instructions, for leader of learning, user, children or young people, explain, signatures, understanding

Maintain accurate records of resources issued: check eg exact, accurate, count, catalogue, record, mechanism of recording use

Essential guidance for tutors

Delivery

Some of the knowledge and understanding for this unit may come from practical work experience, whilst some will be gained in the setting or from observed practice in a work placement. The unit gives learners an overview of the context in which a broad range of activities take place. In delivering this unit, tutors should support learners in acquiring a basic awareness of how to plan to provide and deliver curriculum resources and how to use them safely and effectively within a learning environment. Learners should be able to do so with the support of a lead professional.

Delivery may involve a mixture of tutor input, with guidance for learners on the choice of appropriate materials to support the activities, which may vary enormously depending on the activity. Learners who do not have permanent access to a setting or who have limited access to a setting would benefit from the opportunity to observe experienced practitioners modelling best practice. An insight into how to plan for the provision and delivery of curriculum resources effectively, as well as their maintenance, could also be achieved by using DVDs, videos or perhaps viewing relevant programmes shown by manufacturers of specialist equipment or materials. Relevant sections of frameworks and policies for the learner's country could be consulted. In England, for example, National Health and Safety documents could be consulted for information and guidance. Learners should be encouraged to read relevant organisational documents for a specific activity in their country as well as key national policies such as the Electrical Testing requirements and maintenance of equipment. Visiting specialist speakers would enhance learner experience significantly.

Learning outcome 1 requires learners to understand the organisational policy and procedures for providing and maintaining curriculum resources which could be tutor taught or acquired by learners researching these aspects of provision at a local and national level and developing their knowledge through discussion. Learners may also establish the requirements for the use of curriculum resources in their setting and how they are used to support teaching and learning by conducting their own research project. Alternatively, this could be explored by the tutor engaging learners in discussions about how resources were used in their own experience of learning and how their teachers provided, monitored the use of and kept stocks of maintained materials when they were children or young people themselves. The tutor could then lead learners in considering how methods, equipment and pupil requirements have developed and how they make provision for these in their respective roles.

Learning outcomes 3, 4, 5 and 6 could be achieved by learners shadowing experienced practitioners in their own setting or within another relevant workplace setting, asking learners to observe, record outcomes and the extent to which the way curriculum resources were monitored and maintained. Learners could then reflect on their own systems and behaviours to develop their thoughts on how they could improve their own contribution to monitoring and maintenance of curriculum resources and equipment. Alternatively, learners could reflect on how their activities and procedures effectively support the systems for providing materials to support curriculum delivery.

They could then share their knowledge and experience with their peers, through discussion, to enable them to capture the views of others, and understand the routines used by other learners to reflect on and improve their contribution in the future.

Appropriate work experience is required for all learners in order to undertake delivery of the extra-curricular activities as well as preparing for and closing the activities in this unit.

Assessment

Assessment criteria 2.2, 2.3, 2.4, 2.5, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2 and 6.3 must be assessed in the workplace.

Suggested assessment activities

As part of this unit learners will need to model the actions necessary to ensure the curriculum resources are maintained effectively. It is therefore essential that learners are assessed in the workplace where they may demonstrate the appropriate attention to detail and behaviours. This unit could be assessed through tasks supported by other evidence (for example witness testimony taken from a professional development record/file) if it contributes specifically to the assessment requirements. Tasks need sequencing to ensure that they are completed in a way that not only complies with the policies and procedures of the setting but also in an appropriate chronological order to reflect the learner's ability to maintain appropriate levels of stocks of equipment for example, as well as the ordering and distribution of resources in relation to teaching and learning.

The importance of order means that learning outcome 1 must be met before learners use their knowledge to demonstrate the ability to put their understanding into practice. Learners will require the opportunity to explain organisational policies and procedures for monitoring and maintaining curriculum resources. This learning outcome could be assessed in discussion supported by written evidence in which the individual sets these out in their own words for a target audience which could be colleagues, teachers or other professionals who work within the setting. Some elements of learning outcome 1 could be evidenced by witness statements and others could take the form of PowerPoint presentations or briefing notes in which the learner explains to the identified audience what is expected of them.

Learning outcomes 2, 3, 4, 5 and 6 require learners to explain how resources are used to support teaching and learning and liaise with teachers about their anticipated resource needs, as well as obtain relevant information about the range and quantity of resources needed to support curriculum delivery. Evidence could take the form of a calendar that catalogues the actions learners took, and the timeframes in which they were undertaken, to secure adequate resources were available for leaders of learning as well as children and young people to support the planned learning activities. Learners could provide a checklist that evidences their ability to establish requirements for curriculum resources and maintain their supply. Evidence could also be supplemented with a storyboard that catalogues their contribution to evaluating the range of possible resources and suppliers to ensure they meet future requirements and provide best value in terms of suitability and cost. The storyboard could also be used to explain how learners have obtained authorisation to purchase resources, ordered them and maintained records of orders and deliveries that enabled them to track deliveries. Learners could include accounts of how they have taken appropriate action when delivery problems occurred.

Learners could present case studies from their experience in the setting to illustrate how they have observed relevant health and safety regulations and how hazardous materials were managed within legal and organisational requirements. Narrative in the form of witness statements about how they demonstrated their ability to monitor stocks of curriculum resources, prepare them for use and issue them could also be submitted as evidence. Learners must demonstrate how to dispose of waste or redundant resources safely, recycling materials and equipment where possible whilst complying with relevant health, safety and environmental regulations and guidelines, which again could be achieved through the storyboard, a personal log or calendar of activities or events through a case study. A case study may be particularly helpful where learners need to work with specialist equipment and materials or chemicals. Copies of records kept by learners, that illustrate how they have tracked resources issued, could also provide importance evidence for learning outcome 6.

Essential resources

Learners will either be directly involved in working as part of a team or have access to situations or schools/organisations where adults work in teams to support teaching and learning activities. All learners will need an opportunity to participate in a team activity within the teaching and learning environment.

Indicative resource materials

Textbooks

Brookes G – The *Complete Guide for Teaching Assistants in Secondary Education* (Continuum International Publishing Group Ltd, 2008) ISBN 9780826499066

Burnham L and Diaz L – *Interactive Tutor Resource for Teaching Assistants: S/NVQ Levels 2 and 3* (Heinemann Educational Publishers, 2007) ISBN 9780435117252

Cheminais R – *Every Child Matters: A Practical Guide for Teaching Assistants, 1st Edition* (David Fulton Publishers Ltd, 2008) ISBN 9780415458764

Diaz L and Burnham L – *S/NVQ Level 3 Teaching Assistant's Handbook: Secondary Schools, 2nd Edition* (Heinemann, 2008) ISBN 9780435449391

Hryniewicz B – *Teaching assistants: The Complete Handbook, 2nd Edition* (Adamson Publishing, 2007) ISBN 9780948543029

Kamen T – *Teaching Assistant's Handbook, 2nd Edition* (Hodder Arnold, 2008) ISBN 9780340959381

Morgan J – *How to Be a Successful Teaching Assistant* (Continuum International Publishing Group Ltd, 2007) ISBN 9780826493286

Richards G and Armstrong F – *Key Issues for Teaching Assistants: Working in Diverse and Inclusive Classrooms, 1st Edition* (Routledge, 2007) ISBN 9780415434256

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.education.gov.uk	Department for Education
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
www.hse.gov.uk	Health and Safety Executive
www.open.ac.uk	The Open University
qualifications.pearson.com	Pearson
www.tda.gov.uk	The Training and Development Agency for Schools
www.teachernet.GOV.UK	Teachernet

Unit 44:   Organise Travel for Children and Young People

Unit code: H/601/8357

Level 3:   Specialist

Credit value: 2

Guided learning hours: 12

Unit aim

This unit provides the knowledge, understanding and skills to organise travel for children and young people, eg for home-to school travel, educational visits, field studies or sports fixtures. It requires demonstration of competence in making travel arrangements relevant to the journey and the needs of the participants.

Unit introduction

The purpose of this unit is to prepare learners for organising travel beyond the school setting. At the end of this unit they will be skilled in the understanding and application of the practical information required to organise the travel of children and young people whilst taking part in an educational visit. They will have a knowledge of national and local level procedures in terms of planning, risk assessments and safety procedures.

Good planning and attention to safety measures can reduce the number of accidents and lessen the seriousness of those that do happen. A significant element of this unit relates to the preparation of travel arrangements within a school's overall policy on travel as well as health and safety. The unit addresses principles of necessary and best practice, rather than trying to cover every eventuality, but informs learners about how to exercise sound judgement when planning and organising travel outside the school setting.

On completion of the unit learners will understand the policies and procedures for organising children and young people's travel outside of the setting and be able to make travel arrangements.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand the policy and procedures for organising children and young people's travel outside of the setting	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
2 Be able to make travel arrangements	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 and 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 content

1 **Understand the policy and procedures for organising children and young people's travel outside of the setting**

Organisational and legal requirements: types eg local policy for school visits, health and safety policy, seat belt policy, being aware of potential safety issues when taking pupils out of their usual setting, reporting concerns or incidents to the person responsible for health and safety matters and taking appropriate actions, legal and organisational responsibilities for safeguarding children and young people, ratios of teachers and supervisory staff to pupils, Highway Code

Organisational procedures for travel: considerations eg local policy, identified personnel, passenger safety, insurance, risk assessments, holders of Passenger Carrying Vehicles License holders

Organising travel: factors eg duration, distance, age, special educational needs, health, safety and security, numbers, adult/child ratio requirements, costs, convenience, flexibility, risk assessment, environmental conditions, journey type, roads, motorways, traffic, other travellers

Information about travel arrangements in good time: range eg preparation, planning, calendar, timeline for activities, equipment, information sharing, letters, boundaries, roles and responsibilities, behaviour, withdrawal of pupils, method of travel, journeys on foot, cars, school minibus, organised transport, public transport

Contingency arrangements: types eg safety measures, steps to be taken in an emergency, accident, missing person(s), support workers, teachers, illness, late departure or arrival, transport, failure to arrive, loss of equipment, belongings

2 **Be able to make travel arrangements**

Plan travel arrangements: factors eg importance of planning, development of plans, aims and objectives, bookings, seat reservations; transport eg public, private, organisation, hired, pedestrian, vehicles, trains, boats, aircraft, pupils, other adults, support workers, teachers, footpaths, signposts, pedestrian crossings

Carry out a risk assessment: ways eg appropriate forms, identify group leaders, appropriate supervision, identify sign off eg school visits coordinator, head teacher, local authority visits coordinator, Criminal Records Checks, activity, engagement, expertise of leaders, supervisors, participant experience, skill level, knowledge base, who might be at risk from identified hazards, pupils, adults other than leaders; potential hazards, information, ensure sufficient supervision, know details of consulate, clear guidance to pupils; competence and training of the driver to drive the proposed vehicle, more than one driver to avoid driver fatigue

Plan travel arrangements: factors eg supervision according to age, need, allergies, dietary requirements, competence, experience and qualifications of supervisory staff, traffic

Contingency plans: include eg alternatives, prepare first aid kits, identify first aiders, fire precautions, fire equipment; safety measures, steps to be taken in an emergency, individuals, supervision of remaining group, accident, missing person(s), emergency contact numbers, communication systems, illness, late departure or arrival, transport, delayed, failure to arrive, loss of equipment

Make travel arrangements that balance: efficiency eg appropriate, transport eg public, private, organisation, speed, economies of scale, double decker buses, coach size, minibus, ferry; cost effectiveness eg budget, group discounts, staffing ratios, appropriate alternatives, value for money, exchange rates, air travel, coach/ferry travel; comfort eg method of travel, environment, conditions, capacity, pupil wellbeing, seating, rest breaks on long journeys, refreshments, food, water, facilities; concern for the environment eg educate, parameters, physical environment, prohibitive zones, relevant codes of practice, litter, silence, preservation orders, protected species, wild flowers, natural habitats, water safety, hygiene, hazardous chemicals, electrical hazards, cultural differences, relevant regulation, within the visiting country, home country, local

Provide information about travel arrangements in good time: inform eg pupils, adult helpers, support workers, teachers, destination, location, routes and modes of transport, timetables, departure times, estimated times of arrival, duration, refreshments, communication on route, capacity, access, accommodation, insurance

Comply with relevant organisational and legal requirements: compliance eg statutory, national, local policy for school visits, health and safety policy, relevant to the activity, reporting requirements, appropriate actions, legal and organisational responsibilities for safeguarding children and young people, CRB checks, registered activity providers, ratios of teachers and supervisory staff to pupils

Essential guidance for tutors

Delivery

Some of the knowledge and understanding for this unit may come from learner research or practical work experience, whilst some will be gained outside of the classroom or from observed practice in a work placement where learners participate in providing support for pupils outside of the school. The unit gives learners an overview of the context in which organising the travel of pupils takes place.

Delivery may involve use of DVD/video materials which, where possible, would complement delivery, particularly for those learners who do not have permanent access to a setting or who have limited access to a setting. Learners will benefit from the opportunity to work shadow experienced practitioners exercising best practice. This insight into how to organise the travel of children and young people outside of the school setting effectively will be beneficial. Relevant sections of frameworks and policies for the learner's country could be consulted. In England, for example, the *Health and Safety of Pupils on Educational Visits: A Good Practice Guide* (*HASPEV*) and *HASPEV; Health and Safety: Responsibilities and Powers or Standards for LEAs in Overseeing Educational Visits* and *Standards for Adventure* documents could be consulted for information and guidance. Learners should be encouraged to read relevant organisational documents for specific information relating to the travel of pupils which will be age related or related to need, special educational need. Visiting specialist speakers would enhance learner experience significantly.

When delivering learning outcome 1 tutors may choose to support learners in identifying relevant policies and procedures both at a national and local level. Learners could organise travel of their peers for learning outcome 2, using the exercise to reinforce learning. By working with a group of learners to develop plans that inform how they would support others on a school visit, tutors will be able to embed the principles of best practice through learner experience. Alternatively, the tutor may choose give learners a variety of scenarios that provide them with opportunities to think about how to organise travel. These should cover a range of examples that include walking pupils to an activity outside of the school setting, minibus or coach travel and travel on public transport. The examples could also cover travel to a foreign country, where appropriate to the age range, and focus of the activities learners are likely to engage in.

The use of different scenarios for learners to discuss within a group and suggest ways to organise pupil travel could also be an effective way of delivering learning outcome 2All learners will need to develop their ability to recognise risks and have a full understanding of how to complete risk assessments. To this end visiting settings beyond that of the school, or considering them in relation to risk management and completing risk assessments appropriate to the organisations in which they work, is an essential element of delivery. Tutors could then use this information to engage learners in analysing what makes risk assessments effective and how they help secure pupil safety.

Appropriate work experience is required for all learners in order to undertake the supervision of children and young people required by this unit.

Assessment

Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 and 2.7 must be assessed in the workplace.

Suggested assessment activities

Written work will constitute some of the assessment for this unit given that learning outcome 1 requires explanation and understanding. This will need to be completed in the early stages of assessment. Learners could evidence their knowledge and understanding of policies and procedures relating to organising children and young people's travel outside of the setting in the form of a briefing or presentation for adults who will organise the travel of pupils. Both methods would enhance learner experience and develop confidence in their ability to present written information or communicate verbally to other audiences. A briefing paper or PowerPoint presentation, for example, must demonstrate that they understand the policies and procedures for organising the travel of children and young people on journeys, visits and activities outside of the setting and can explain these to others. As well as being able to explain the factors they need to take into account when organising travel learners need to understand the importance of sharing complete and accurate information about any travel arrangements in advance of visits and demonstrate that they understand appropriate contingency plans.

Evidence for learning outcome 2 should be supplemented with examples of practical work where possible. Evidence could come, for example, from activities learners have undertaken on their work experience. Learning outcome 2 can be achieved through a sustained piece of work that evidences how learners have organised travel outside of the setting. The portfolio of evidence should include planning documents that illustrate how the learner planned travel arrangements appropriate to the requirements of the journey and the needs of the participants that were safe and took account of any variables that might occur. Learners will need to demonstrate how they used their judgement to select the most appropriate method of travel and this could be evidenced by a strengths and weakness analysis that addresses efficiencies, cost effectiveness, comfort and the relevant environment. The strengths and weakness analysis could also inform contingency plans as part of the planning process. Learners will need to annotate the travel plans with notes that demonstrate how the organisational and legal requirements for the journey have been met.

An example of a risk assessment associated with the planned travel will form an essential part of the portfolio of evidence. A completed risk assessment should reflect those used in the relevant setting and should be annotated with learner thoughts and reflections that demonstrate how they reached the outcomes or decisions relating to the resulting travel arrangements and also how their implementation would reduce risk. Further evidence for learning outcome 2 could be copies of itineraries, notes for teachers or supervisors, letters to parents, bulletins, emails or information for pupils in the form of instructions, pictorial representations or codes of conduct and equipment lists that demonstrate how the learner provided all children, young people or adults with clear, correct and up-to-date information about the travel arrangements in good time. A timeline linked the planning travel would illustrate the timeframes in which these plans were shared so that assessors can be confident relevant information was shared appropriate to the audience and in adequate advance. A checklist of instructions to be delivered to pupils could be used to evidence elements of learning outcome 2. The pictorial presentation of information may be helpful to some age, ability or cultural groups.

The inclusion of witness statements could also form part of learner evidence in terms of each of the learning outcomes.

Essential resources

As this is a work-based programme, all learners will either be directly involved in working as part of a team or have access to situations or schools/organisations where adults work in teams to support teaching and learning activities. All learners will need an opportunity to participate in a team activity within the teaching and learning environment.

Indicative resource materials

Textbooks

Bulman K and Savory L – *BTEC First Children's Care, Learning and Development* (Heinemann, 2006) ISBN 9780435499068

Burnham L – *S/NVQ Level 2 Teaching assistant's Handbook, 2nd Edition* (Heinemann, 2008) ISBN 9780435449308

Dryden, L – *Essential Early Years* (Hodder Arnold, 2005) ISBN 0340888776

Interactive Tutor Resource for Teaching Assistants S/NVQ Levels 2/3 (Heinemann, 2008) ISBN 9780435117252

Lang R – *The Art of Positive Communication* (Nasen/David Fulton, 2005) ISBN 9781843123675

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

www.asa-awards.co.uk	Amateur Swimming Association
www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.education.gov.uk	Department for Education
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
www.hse.gov.uk/pubns/indg218.pdf	Health and Safety Executive
www.lifesavers.org.uk	The Royal Lifesaving Society
www.malcol.org	The Independent Schools' Adventure (Malvern College)
www.open.ac.uk	The Open University
qualifications.pearson.com	Pearson
www.rospa.com/pdfs/road/minibus.pdf	The Royal Geographical Society

www.tda.gov.uk	The Training and Development Agency for Schools
www.teachernet.gov.uk	Teachernet
www.theaward.org	The Duke of Edinburgh's Award

Unit 45: Supervise Children and Young People on Journeys, Visits and Activities Outside of the Setting

Unit code:	H/601/8360
Level 3:	Specialist
Credit value:	3
Guided learning hours: 15	

Unit aim

This unit provides the knowledge, understanding and skills to supervise children and young people on journeys, visits and activities outside of the setting. It requires competence in preparing for, and supervising children and young people, during, journeys, visits and activities outside of the setting

Unit introduction

The purpose of this unit is to prepare learners for supervising journeys beyond the school setting. At the end of this unit they will be skilled in the understanding and application of the practical information required to supervise children and young people whilst taking part in an educational visit. Learners will have a knowledge of national and local level procedures in terms of supervision, ongoing risk assessment and safety procedures.

Good planning and attention to safety measures can reduce the number of accidents and lessen the seriousness of those that do happen. Therefore a significant element of this unit relates to the management of health and safety on visits within a school's overall policy on health and safety. The unit addresses principles of necessary and best practice, rather than trying to cover every eventuality, and informs learners how to exercise sound judgement when planning and supervising travel outside the school setting.

On completion of the unit learners will be able to prepare for and supervise children and young on journeys, visits and activities outside of the setting.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand the policy and procedures for supervising children and young people on journeys, visits and activities outside of the setting	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
2 Be able to prepare for journeys, visits and activities outside of the setting	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
3 Be able to supervise children and young people on journeys outside of the setting	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

Learning outcomes	Assessment criteria	
	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
4 Be able to supervise children and young people during visits and activities outside of the setting	4.1	Check that children and young people are prepared for the visit and/or activities
	4.2	Maintain the safety, wellbeing 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 and return equipment and materials to the appropriate place at the end of the visit and/or activities
	4.4	Check that all children and young people are accounted for throughout the visit and/or activities
	4.5	Deal with any issues arising during the visit and/or activities in ways which maintain the safety, security and comfort of participants
	4.6	Take reasonable action to enable children and young people to be ready for departure at the agreed time

Unit content

1 **Understand the policy and procedures for supervising children and young people on journeys, visits and activities outside of the setting**

Organisational and legal requirements: types eg national, local policy for school visits, health and safety policy, potential safety issues, reporting concerns or incidents to the person responsible for health and safety matters and taking appropriate actions, ratios of teachers and supervisory staff to pupils

Information about travel arrangements: techniques eg preparation, planning, timeline for activities, information sharing, letters to parents, meetings

Preparations for journeys, visits and off-site activities undertaken: considerations eg nature of activities, experience of adults in off-site supervision, duration and nature of the journey, accommodation, competence of staff, requirements of the organisation/location to be visited, first aid cover, safety awareness, hazards, safety measures required to reduce risk

Contingency arrangements: range eg safety measures, emergency actions, missing person(s), illness, late departure or arrival, transport problems, loss of equipment, loss of belongings

2 **Be able to prepare for journeys, visits and activities outside of the setting**

Obtain information about group: range eg size, age and ability of group, gender, pupils with special educational or medical needs, allergies, health, disabilities, cultural differences, religious observance, parent consent

Confirm details: types eg location, routes and modes of transport, timing, duration, refreshments, communication on route, capacity, access, accommodation, insurance

Resources: types eg background information about the place to be visited, first aid kit, learning resources, equipment, materials, entertainment

3 **Be able to supervise children and young people on journeys outside of the setting**

Timely departure and arrivals: actions eg give information to parents, preparing pupils, give times, allow time to congregate, arrangements, contingency measures for enforced change of plan, ensure that pupils know what to do if they miss the scheduled departure time

Escort safely: ways eg supervise, organise, use partners, buddies, adherence to plans, maps, seat belts, safety, Green Cross Code

Needs of individual children and young people: requirements eg appropriate intervention, special educational or medical needs of pupils, disability, mobility, competence, fitness and temperament and the suitability of the activity

Take responsibility for themselves and belongings: responsibility for eg safety, security, what to do if approached by anyone from outside the group, how to avoid specific dangers, purpose of rules, safety precautions for pupils with disabilities, standard of behaviour

Account for children throughout the journey: ways eg regular head count, register, identification, school uniform, name badges, missing children or persons

Unexpected events: issues eg preventative action, awareness of route, journeys on foot, school minibus, organised transport, public transport, safety issues, pupil behaviour, pupil wellbeing, rest breaks on long journeys, medical consent

4 **Be able to supervise children and young people during visits and activities outside of the setting**

Preparation for the visit and/or activities: checklists for pupils eg equipment, refreshments, money; consider eg seasonal conditions, weather and timing, what to do if separated from the group, telephone numbers and emergency contacts if lost, maps and plans and any other information for them to act effectively, use of mobile telephones, knowledge of how to summon help, knowledge of out of bounds areas or activities

Safety, well-being and acceptable behaviour: supervision eg according to age, need, emergency contacts, allergies, dietary requirements, competence, experience and qualifications of supervisory staff, boundaries, how to cope when a pupil becomes unable or unwilling to continue, roles and responsibilities, appropriate allocation of staff or adult volunteers to groups of pupils

Encourage and support children and young people to: maintain the safety and security of equipment and belongings eg responsibility, ongoing monitor, quality and suitability of available equipment, secure storage; respect for the environment: educate, inform, parameters, physical environment, relevant codes of practice, conduct eg Green Cross Code, litter, silence, water safety, hygiene, hazardous chemicals, electrical hazards, cultural differences, relevant regulations, within the visiting country, home country, local; finish activities on time eg use timetable, itinerary, time keeping, use of signals, bells, phone calls, announcements; return equipment and materials eg organisation, tidying, notices, monitoring return of items, pupil monitors

Check and account through visit: check eg numbers, count, accuracy, register, meeting places, checkpoints, rendezvous procedures, timing

Deal issues arising during the visit: issues eg ongoing risk assessments, itinerary, weather, incidents, illness, appropriate action to secure safety of individuals, whole group, large group split into smaller groups for specific activities

Be ready for departure at agreed time: action eg written information, verbal information, parameters, remind pupils, parents, adults, raise awareness through teachers, tutorials, assembly, posters, timings if applicable in pupil planners, respond to questions

Essential guidance for tutors

Delivery

Some of the knowledge and understanding for this unit may come from learner research or practical work experience, whilst some will be gained outside of the classroom or from observed practice in a work placement that engages learners in participating in the supervision of pupils outside of the school. The unit gives learners an overview of the context in which supervision of pupils take place.

Delivery may involve a mixture of tutor input, with guidance for learners. Use of DVD/video materials, where possible, would complement delivery, particularly for those learners who do not have permanent access to a setting or who have limited access to a setting. Learners will benefit from the opportunity to observe experienced practitioners modelling best practice. This insight into how to supervise the travel of young people outside of the school setting effectively is essential and whilst it can be achieved by using videos or perhaps viewing relevant programmes shown on Teachers TV for example, all learners will benefit from shadowing experienced professionals supporting the travel of children and young people.

Relevant sections of frameworks and policies for the learner's country could be consulted. In England, for example, the *Health and Safety of Pupils on Educational Visits: A Good Practice Guide* (*HASPEV*) and *HASPEV; Health and Safety: Responsibilities and Powers or Standards for LEAs in Overseeing Educational Visits* and *Standards for Adventure* documents could be consulted for information and guidance. Learners should be encouraged to read relevant organisational documents for specific information relating to the travel of pupils which will be age related or related to need, for example special educational need. Visiting specialist speakers would enhance learner experience significantly.

When delivering learning outcome 1 tutors may choose to support learners in identifying relevant policies and procedures both at a national and local level. Learners could plan travel for their peers for learning outcome 2 and use the exercise to reinforce learning. By working with a group of learners to develop plans that inform how they would supervise others on a school visit tutors will be able to embed the principles of best practice through learner experience. Alternatively, the tutor may choose to give learners a variety of scenarios that provide them with opportunities to think about how to ensure pupils reach their intended destination on time and ready to learn or engage in the intended experience.

The use of different scenarios for learners to discuss within a group and suggest ways to manage situations that arise during pupil travel could be an effective way of delivering learning outcomes 3 and 4. Another method could be to require learners to shadow professionals leading pupil travel, observing and recording their actions and behaviours. Tutors could use this information to engage learners in analysing what those professionals did to secure pupil safety and the impact their behaviours had in terms of ensuring pupils arrived and returned on time, retained all their belongings and behaved appropriately in all situations.

Appropriate work experience is required for all learners in order to undertake the supervision of children and young people required by this unit.

Assessment

Assessment criteria 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4 and 4.6 must be assessed in the workplace.

Simulation may be used for assessment criteria 3.6 and 4.5.

Suggested assessment activities

Some of the assessment for this unit will be written work as assessment criteria 1 requires description and explanation and this will need to be completed in the early stages of assessment. Learners should supplement their evidence for learning outcome 1 with descriptions or examples of practical work where possible. Evidence could come, for example, from activities learners have undertaken on their work experience. Learning outcome 1 could be evidenced in the form of a briefing paper for adults involved in supervising the travel of pupils or as a presentation to fellow adults. Both methods would enhance learner experience and instil confidence in their ability to present written information or communicate verbally to other audiences. The briefing paper or PowerPoint presentation, for example, must demonstrate that they understand the policy and procedures for supervising children and young people on journeys, visits and activities outside of the setting, as well as the importance of everyone involved in journeys having complete and accurate information about the travel arrangements. Learners will need to demonstrate that they can explain appropriate contingency arrangements.

Learning outcomes 2, 3 and 4 can be achieved through a sustained piece of work that evidences how learners prepared for journeys, visits and activities outside of the setting and supervised children and young people on journeys as well as during a visit or activity outside of the setting. The portfolio could include copies of information shared with other adults, parents or pupils in the form of letters, itineraries and risk assessments for example. Evidence might also include presentations made to pupils about the expectations supervisors have of them in terms of how they should try to secure their own wellbeing and safety during travel and of their conduct in a variety of potential situations.

A learner-generated checklist for essential information about pupils included in the excursion could be used as evidence for learning outcome 2. A checklist of instructions to be delivered to pupil participants could be used to evidence for elements of learning outcomes 3 and 4. Where briefing papers, presentations, checklists or instructions are used, assessment should take into consideration if they are appropriate to the relevant audience. It could be that the pictorial presentation of information may be helpful to some age, ability or cultural groups. The inclusion of witness statements will form an essential part of learner evidence for learning outcomes 2,3 and 4.

Essential resources

As this is a work-based programme, all learners will either be directly involved in working as part of a team or have access to situations or schools/organisations where adults supervise the travel of children and young people.

Indicative resource materials

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

www.asa-awards.co.uk	Amateur Swimming Association
www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.education.gov.uk	Department for Education
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
www.hse.gov.uk	Health and Safety Executive
www.hse.gov.uk/pubns/indg163.pdf	Health and Safety Executive Five Steps to Risk Assessment
www.hse.gov.uk/pubns/indg218.pdf	Health and Safety Executive - A Guide to Risk Assessment Requirements
www.lifesavers.org.uk/	The Royal Lifesaving Society
www.malcol.org/isaaa/	The Independent Schools' Adventure Activities Association
www.open.ac.uk	The Open University
www.rgs.org/eac	The Royal Geographical Society
qualifications.pearson.com	Pearson
www.rospa.com/pdfs/road/minibus.pdf	The Royal Society for the Prevention of Accidents - Minibus Safety: A Code of Practice
www.tda.gov.uk	The Training and Development Agency for Schools
www.teachernet.gov.uk	Teachernet
www.teachernet.gov.uk/firstaid	Teachernet - Guidance on First Aid for Schools
www.teachernet.gov.uk/responsibilities	Teachernet - Health & Safety: Responsibilities & Powers
www.teachernet.gov.uk/safetyeducationguidance	Teachernet- Safety Education Guidance
www.teachernet.gov.uk/visits	Teachernet - Health & Safety of Pupils on Educational Visits

Unit 46: Work in Partnership With Parents to Engage Them With Their Children's Learning and Development in School

Unit code: A/602/1846

Level 3: Specialist

Credit value: 6

Guided learning hours: 31

Unit aim

The unit explores the importance of working together with parents to support pupils in schools. Learners will develop an understanding of the barriers to learning and be able to implement strategies that address them. By doing so learners will be able to encourage children to engage with their learning.

Unit introduction

The unit explores the importance of working together with parents to support pupils in schools. Learners will consider current practice in multi-agency working in teaching and learning environments and the purpose of different teams in these environments.

This unit will enable learners to understand how to deliver effective support to a range of parents and their children as well as how to work with other professionals and representatives of outside agencies to better engage parents in the life of the school their child attends. At the end of this unit learners will be able to work flexibly and appropriately within complex environments and contribute to the delivery of support for parents and carers. They will have a good understanding of the local and national frameworks they must operate within and will develop the skills and knowledge required to enable them to respond professionally to a broad range of situations. Learners will be equipped with the skills they need to communicate with parents and other professionals and will facilitate positive relations and effective dialogue between parents and school staff.

On completion of this unit learners should understand barriers to learning and strategies/techniques to address them and encourage children with their learning, support parents to identify and overcome barriers to their children's learning, help parents in developing effective techniques to support and encourage children with their learning, support parents and their children through transitions to ensure continual engagement with schools and learning, and facilitate positive relations and effective dialogue between parents and school staff.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand barriers to learning and strategies/techniques to address them and encourage children with their learning	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
2 Be able to support parents to identify and overcome barriers to their children's learning	2.1 Identify barriers to learning which children and young people may experience
	2.2 Use strategies to support parents in dealing with:
	a) economic and social factors which may impact on their children's engagement with learning
	b) family wellbeing and health issues
	2.3 Work in partnership with parents to identify:
	a) reasons for absence from school
	b) ways of helping their children to attend school more regularly
	2.4 Work in partnership with parents, agencies and others to address and overcome their children's barriers to learning
3 Be able to help parents in developing effective techniques to support and encourage children with their learning	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

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Learning outcomes	Assessment criteria
4 Be able to support parents and their children through transitions to ensure continual engagement with schools and learning	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.
5 Be able to facilitate positive relations and effective dialogue between parents and school staff	5.1 Support parents in understanding the education system
	5.2 Support parents in understanding their own and their children's rights and responsibilities in the education system
	5.3 Work with parents to extend their understanding of the ethos and expectations of their children's school
	5.4 Work with parents to overcome personal anxieties about education and schools
	5.5 Use strategies to facilitate positive relationships between parents and school staff
	5.6 Work with school staff to extend their understanding of parents' and children and young people's: a) personal and social contexts b) rights and responsibilities with regards to compulsory education

Unit content

1 **Understand barriers to learning and strategies/techniques to address them and encourage children with their learning**

Summarise barriers to learning: types eg obstacles, inhibitors, values, attitudes, cultural, social differences, language, circumstances, behaviour

Strategies/techniques: types eg social and emotional aspects of learning programme (SEAL), group time, circle time, parent engagement, alternative curriculum, alternative provision

Working in partnership: ways eg shared goals, shared understanding, working together to meet needs of the child, cooperation, collaboration, multi-agency working

Support and encourage children in their learning: ways eg give time, resources, advice, set expectations and requirements within own role and responsibility, updating knowledge, using mentors, networks

2 **Be able to support parents to identify and overcome barriers to their children's learning**

Barriers to learning: inhibitors eg visual, auditory, motor, social skills, ADHD, emotional insecurity, family unit, values, attitudes, cultural, social differences, language, circumstances, behaviour

Use strategies to support parents: economic and social factors eg free school meals, pre-school day, breakfast clubs, activity groups, financial support for uniform, specialist equipment, music lessons, school visits; family and health issues eg home school liaison, Education Welfare Service, family sessions, school first aider, Children's Services, care, welfare, discipline, promotion of healthy eating, lifestyle

Work in partnership with parents: reasons for absence from school eg work together, parental and family knowledge of the pupil, impact of having a pupil with a disability or special educational needs, code of dress, uniform; travel, mobility, school phobia, distress, defiance, conflict, bullying, aggression, violence, health, wellbeing; helping their children to attend school more regularly eg helping family members take part in activities, bringing children to school, methods of travel to school, rewards for attendance outside of school, values

Work with parents, agencies and others: ways eg planning for each pupil's individual requirements with family/carer or colleagues, seeking help, importance of respecting the skills and expertise of other practitioners, specialist local and national support, collaborative approach, partnership with parents and carers, ability to work in multi-disciplinary team, meeting needs, confidentiality, preparation and response to requests, transcripts of conversations

3　**Be able to help parents in developing effective techniques to support and encourage children with their learning**

Parental role in their children's learning: techniques eg role model, parenting classes, parent engagement, briefings, information for parents, homework diaries, reading logs, explain, values, motivate, inspire, parents' evenings, back to school days, open days

Strategies to encourage children's motivation and self-esteem: approaches eg provide interesting and stimulating activities and experiences to engage and motivate pupils, opportunities to explore everyday routines and different experiences, rewards, praise, reinforce values

Approaches to encourage and facilitate children's learning: types eg parenting classes, own engagement in school activities, parent and child events, interest, discuss school day, support for reading, paired reading, story time, homework, extra-curricular activities, parent governor, adult-pupil, pupil-pupil, adult-adult relationships, appropriate, inappropriate behaviour

Strategies to encourage and facilitate children's full participation in school: types eg calendar of events, newsletters, extra-curricular activities, school visits, discuss school day, school diary

4　**Be able to support parents and their children through transitions to ensure continual engagement with schools and learning**

Provide continuity of support: ways eg nurture groups, transition programme, liaison teacher/worker, sharing of knowledge held about needs of pupils, records

Provide support to help parents and children or young people deal with significant family transitions: ways eg quality of child–adult relationships, requesting support, how to ask, who to ask, what to ask for

Child and young person development: stages eg different rates but usually same sequence, maturation, importance of prior positive and negative experiences, stages and sequences: normal developmental stages and sequences at 0-3 years, 3-7 years, 7-12 years and 12-16 years; development eg physical, emotional, social, communication and speech, intellectual

Provide support to parents in relation to the stages of child and young person development: types of support eg contributing to play, learning, speaking, listening, reading, writing, numeracy, assisting with organising resources and learning activities

5　**Be able to facilitate positive relations and effective dialogue between parents and school staff**

Support parents in understanding the education system: ways eg explain phases, inform, support transition, advise

Support parents in understanding children's rights and responsibilities in the education system: give information eg expectations, compulsory school age, regulations, entitlement

Work with parents to extend their understanding of the ethos and expectations: help understanding eg school strategies for monitoring, reviewing, own responsibilities in contributing to review of learning, behaviour management plans, rewards, sanctions, role model, purpose of parenting classes, parent engagement, expectations, contract with parents, home-school agreement, parent evenings, back to school days, open days

Work with parents to overcome personal anxieties about education and schools: parent engagement, briefings, discussion groups; information for parents; explain; values; parent interviews; back to school days; open days.

Use strategies to facilitate positive relationships between parents and school staff: how own role and responsibilities relate to parents; developing relationships; key features of effective communication; using appropriate interpersonal and collaborative skills; lines, methods of communication; sharing information; promoting teamwork; policies and procedures for dealing with difficulties in working relationships and practices; valuing diversity and multiculturalism, recognising the right of others to have differing opinions or ideas; Parent Teacher Association

Work with school staff to extend their understanding: personal and social contexts eg education social worker, transition data, background, socio-economic data, gender, culture and ethnicity, care history, family background; rights and responsibilities eg national and local policy and procedure, phases of education, curriculum delivery, compulsory school age, regulation, contribution to own learning, personal, private study, homework, revision, behaviour, boundary of own role, consideration of others within the school, referrals, sources of specialist advice within the school

Essential guidance for tutors

Delivery

Some of the knowledge and understanding for this unit may come from learner research or practical work experience, whilst some will be gained in the classroom or from observed practice in a work placement. The unit gives learners an overview of the context in which learning takes place.

Mechanisms for delivery could include learners working together in a group to develop a group response to case studies that illustrate how to work in partnership with parents to engage them with their children's learning and development in school. Learners could also be given scenarios where they need to identify the barriers or challenges that parents and children bring to the development of positive engagement with learning opportunities and discuss and identify how they would support those children and young people and their parents. This may involve learners researching a range of strategies and applying their findings to each situation. Working in this way learners will be engaged in the experience of working together, collaboratively, to reach an agreed response. Learners could be allocated roles and responsibilities to represent different partners, parents or carers and role play, when working on aspects of a case study, and craft a group response to the tasks set. This could result in an agreed list of behaviours and barriers to effective working with a variety of parents within the setting that embed their understanding of respecting professional boundaries and the skills and expertise of everyone they work with.

The development of case studies or scenarios could also extend to learners identifying the type of information parents need to enable them to support their children. Learners could be engaged in sharing this across the group in appropriate formats within the boundaries of the role they are playing. Activities where learners share information or provide advice or demonstrations to assist other will develop their ability to interact with others in a manner likely to promote trust and confidence. Learners need opportunities to demonstrate their ability to work in partnership with parents and to observe existing practitioners at work, which forms an essential part of the delivery of this unit. Tutors will want to discuss with learners what they observed whilst shadowing experts at work. These discussions will provide opportunities to explore factors that may limit their learner ability to engage parents but also enable them to discuss how to apply their knowledge of the education system, as well as of children and young people, to contribute to the effectiveness of supporting parents. Working through issues in groups could again provide opportunities to practise the skills needed to work in partnership with parents and their communication skills.

Assessment

Practitioners may use data analysis and tracking in partnership with the school to monitor pupils' engagement with learning (attendance, performance against predictions, etc).

Suggested assessment activities

Some of the assessment for this unit will be written work as assessment criteria 1 requires description and explanation. Evidence could come, for example, from activities learners have observed or undertaken on their work experience.

Learners should summarise barriers to learning and explain the techniques which they would employ to challenge these. They will need to explain how working in partnership with parents, agencies and others can help to address these barriers and how parents can support and encourage their children. This could be in the form of a briefing for colleagues, parents or representatives of agencies. As part of the brief learners could describe the range of strategies and techniques that address barriers to learning, how they will work with parents and other agencies to do so as well as advice about how parents can support and encourage their children.

Evidence for learning outcomes 2,3 and 4 could be supported by witness statements as learners need to demonstrate that they can support parents, maintain working relationships with them and sustain long-term relationships within the professional environment. Learners could use a case study of an individual pupil to provide evidence that satisfies learning outcomes 2, 3 and 4. Learners will need to be aware of the confidentiality requirements of the setting, but could submit a single portfolio of work that relates to working with parents to engage them in their child's learning and development in school. The study could explain how they provided information to enable parents to overcome barriers to the child's learning. The case study or diary could explain how they identified why a child was absent from school, for example, and how they secured an improvement in their attendance, including explanations about how they worked with other agencies or professionals to ensure that the child attended school more regularly. Personal reflections in a learner diary provide a medium in which the learner can explain how they helped parents to develop techniques to support their child and how they enabled parents to motivate and inspire their child with confidence. A professional diary could be used as evidence of their delivery of parenting classes, out of hours activities or briefing sessions for example. A portfolio, a diary or account of how learners supported families during challenging times or times of transition to a different phase of education would evidence their ability to provide continuity of support in a way that facilitated the continued engagement of a child in education. The diary would need supplementing with examples of information shared with parents about their child's development, children and young people in general, and information about the support the learner is able to give to parents. The diary also provides an opportunity for learners to explain how they have used situations where they worked with a practitioner from an external agency or other professionals to develop their own skills and expertise.

Learning outcome 5 requires learners to develop positive relationships with parents and a dialogue that enables them to understand the education system and the expectations of their child's school. This could be evidenced as an induction pack for parents. An induction pack for professionals in the setting could also be used to evidence how learners developed school staff understanding of the personal and social contexts of the children and their parents as well as their entitlement. The learner will need to evidence how they worked with parents to overcome any personal anxieties they hold about schools and sustained relationships with them which could be evidenced by witness statements.

Essential resources

Indicative resource materials

Government papers

The Department for Education has a number of relevant publications and guidance documents that are available from their website.

Improving attendance and reducing persistent absence: good practice manual is intended to help schools gain the understanding and tools to improve attendance and reduce persistent absence.

Effective attendance practice in schools: An overview: an overview of the themes that schools have found useful in relation to school attendance.

Effective attendance practice in schools: Advice for governors: sets out approaches based on effective practice followed by schools that have made improvements in attendance.

Improving attendance: Guidance for academies: effective practice that academies may wish to adopt when considering attendance policy and practice.

Guidance on the attendance of pupils with special education needs (SEN): new guidance on the attendance of pupils with SEN has been produced to support head teachers, governors, school, Children's Services attendance leaders and all personnel working in special and mainstream schools which contain pupils with SEN. This document aims to help schools to improve levels of attendance of pupils with SEN.

The Advisory Centre for Education (ACE) is a national charity that provides advice and information to parents and carers on a wide range of school-based issues including exclusion, admissions, special education needs, bullying and attendance. Advice on a wide range of issues relevant to working with parents can be found on their website www.ace-ed.org.uk

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.education.gov.uk	Department for Education
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
qualifications.pearson.com	Pearson
www.tda.gov.uk	The Training and Development Agency for Schools
www.teachernet.gov.uk	Teachernet

Unit 47: Plan, Allocate and Monitor Work of a Team

Unit code: Y/600/9669

Level 3 Specialist

Credit value: 5

Guided learning hours: 25

Unit aim

This unit helps learners to plan and allocate the work for a team, and support, monitor and improve team performance.

Unit introduction

Studies of effective schools have consistently confirmed the powerful contribution of harmonious teamwork to the overall objective of raising standards. Teams that develop a common purpose and shared accountability, have clear team purpose and values, attainable goals, mutual accountability for results and team cohesion enable the whole team to share ideas effectively and collaborate to achieve a goal. Having the knowledge and skills to plan, allocate and monitor the work of a team, therefore, is fundamental to the role of those supporting teaching and learning in school.

Learners will demonstrate their ability to plan work for a team by agreeing team objectives with their manager and developing a plan for a team.

They will show they are able to allocate work across a team, including discussing and agreeing team plans, objectives and standards of work required.

Learners support team members to achieve team objectives and monitor and evaluate the performance of team members.

Learners show they are able to improve the performance of a team.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Be able to plan work for a team	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
2	Be able to allocate work across a team.	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
3	Be able to manage team members to achieve team objectives	3.1	Support all team members in order to achieve team objectives
4	Be able to monitor and evaluate the performance of team members.	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
5	Be able to improve the performance of a team.	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 content

1 Be able to plan work for a team

Agree team objectives with own manager: overall aim; timelines; budget; contingencies for unforeseen events; responsibilities; adherence to policies and procedures of school; involvement of others eg staff members, pupils, parents, governors

Plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team: Belbin's team role theory; consider strengths of team members eg practical skills, interpersonal skills, communication skills; plan to team strengths; action plan using SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives

2 Be able to allocate work across a team

Discuss team plans with a team: present outline action plan; encourage all team members to contribute; value all contributions; accept constructive criticism; make decisions as a group; finalise action plan

Agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members: agree team roles and responsibilities; allocate individual roles and responsibilities; ensure objectives are specific, measurable, achievable, realistic and time-bound

Agree standard of work required by team: clarify timelines; clarify roles and responsibilities; adherence to school policies and procedures; budget constraints

3 Be able to manage team members to achieve team objectives

Support all team members to achieve team objectives: monitor progress; offer ideas to speed up; suggest ways to improve quality; value efforts; motivate; encourage negotiation; offer support; use problem-solving strategies; seek solutions eg renegotiate roles, reallocate responsibilities if required

4 Be able to monitor and evaluate the performance of team members

Assess team members' work against agreed standards and objectives: against agreed roles and responsibilities

Identify and monitor conflict within a team: identification of conflict eg non-completion of tasks, non-compliance by individuals, poor performance, anger, hostility; monitor eg recognise cause of disagreements, do not ignore, mediate, use conflict resolution to achieve win/win solutions, renegotiate roles, reallocate responsibilities if required

Identify reasons for team members not meeting team objectives; reasons eg unrealistic timescale/deadlines, other responsibilities taking priority, illness, conflict between team members, lack of motivation, unrealistic tasks/targets, unclear tasks/targets, confusion of roles and responsibilities

5   **Be able to improve the performance of a team**

Ways of improving team performance; involvement of all in planning, SMART objectives; clearly defined roles and responsibilities; effective support; careful monitoring; identifying and resolving conflict; redefining roles

Constructive feedback to team members to improve their performance: non-judgemental; two-way; honest; based on facts; focused on actions; recognise positives; give opportunity for individual to clarify and question

Implement identified ways of improving team performance: relating to team performance eg objective setting, support, monitoring; conflict resolution; effective feedback

Essential guidance for tutors

Delivery

This unit should be delivered using a combination of tutor input and active learning experiences. Learners should be encouraged to share their experience of working in schools through employment, as a parent-helper or work experience.

Tutors could introduce learners to the concept of using SMART (Specific, Measurable, Achievable, Realistic, Time-bound) objectives to plan.

Learners could analyse case studies of situations where planning has not been effective and consider how the application of SMART objectives could have improved the outcomes.

Learners could be introduced to Belbin's team role theory and discuss how this could be applied to allocating roles in team tasks.

Learners could practise their teamwork skills in the classroom before applying these skills in the workplace. The tutor could agree team objectives with small groups for realistic tasks such as produce a display for the parents' noticeboard about how phonics is taught in the school, give a presentation for the induction of volunteers and parent-helpers about behaviour management in the school. Learners could be allocated roles and work as a team to achieve the objectives.

Detailed evaluation of the team's performance by the whole class, including assessment of team members against objectives, any disagreements and why any objectives were not met, will enable learners to reflect on the skills needed for effective teamwork and consolidate their learning for application to the workplace

Role play could be used to help learners appreciate that feedback needs to be constructive, positive, non-judgemental, and factual.

Assessment

All assessment criteria must be assessed in the workplace

Suggested assessment activities

Learners must be assessed directly on workplace performance for all the assessment criteria to demonstrate their competence in planning, allocating and monitoring the work of a team. Evidence will need to be provided of the learner:

- agreeing team objectives with own manager.

- developing a plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team

- discussing team plans with a team.

- agreeing work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members.

- agreeing standard of work required by team

- supporting all team members in order to achieve team objectives

- assessing team members' work against agreed standards and objectives.

- identifying and monitoring conflict within a team

- identifying why team members did not meet team objectives.

- identifying ways of improving team performance

- providing constructive feedback to team members to improve their performance

- implementing identified ways of improving team performance.

Essential resources

Learners will need access to a work placement or be employed in work with children and young people to provide the evidence required for this unit

Indicative resource materials

Textbooks

Fox G – *A Handbook for Learning Support Assistants: Teachers and Assistants Working Together* (David Fulton,2003) ISBN 9781843120810

Kamen T – *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3, 2nd Edition* (Hodder Education, 2008) ISBN 9780340959381

Vincett K, Cremin H & Thomas G – *Teachers and Assistants Working Together: A Handbook* (Open University Press, 2005)

Journals

Early Childhood Education

Early Years Educator

Junior Education

Times Education Supplement TES

Websites

www.belbin.com	Belbin
www.projectsmart.co.uk/smart-goals.html	Project Smart
www.teachers.tv/videos/primary-cpd-teamwork-and-collaboration	Teachers TV

Unit 48: Provide Leadership and Direction for Own Area of Responsibility

Unit code: T/600/9601

Level 4: Specialist

Credit value: 5

Guided learning hours: 30

Unit aim

This unit helps learners to provide leadership and direction for their area of responsibility.

Unit introduction

This unit supports learners to develop their leadership skills within their own area of responsibility. As it is a competency unit, learners will need to provide evidence of their leadership skills in their work environment but are not required to have formal line management responsibility.

Support staff are increasingly taking on a leadership role in schools, which can relate to pastoral care as well as learning support, and involves them in leading the work of other support staff and volunteers. Leadership styles can vary and learners will develop an understanding of how different styles of leadership can be effective in some contexts and not in others. They will recognise the key qualities that contribute to effective leadership and evaluate their own strengths and weaknesses in relation to these. They will examine how to encourage, evaluate and use feedback to improve their own performance.

It is important that the strategic direction in each functional area within the school reflects and contributes to the aims of the school as a whole. Being able to provide leadership and direction for an area of responsibility is a key component of this unit, as is being able to communicate that vision in a way that motivates and engages others. Learners will contribute to setting SMART objectives, recognising the importance of relating these to the needs of the individual, the team and the school.

Please note that, because of the overlap in content, learners taking this unit cannot also take *Unit 49:Set Objectives and Provide Support For Team Members*.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes		Assessment criteria	
1	Be able to lead in own area of responsibility.	1.1	Identify own strengths and ability to lead in a leadership role.
		1.2	Evaluate strengths within own area of responsibility
2	Be able to provide direction and set objectives in own area of responsibility.	2.1	Outline direction for own area of responsibility.
		2.2	Implement objectives with colleagues that align with those of the organisation
3	Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement.	3.1	Communicate the agreed direction to individuals within own area of responsibility.
		3.2	Collect feedback to inform improvement
4	Be able to assess own leadership performance.	4.1	Assess feedback on own leadership performance
		4.2	Evaluate own leadership performance

Unit content

1 **Be able to lead in own area of responsibility**

Identify own strengths and ability: know eg types of leadership, own preferred style; strength of own leadership skills in relation to eg communicating, influencing, leading by example, motivating, planning, coaching, valuing and supporting others, managing conflict, feedback

Evaluate strengths: evaluate eg taking responsibility, respect, helpfulness, cooperation, encouragement and support, fairness and consistency, encouraging creativity, needs and motivations of others

Attributes most important to own role and why: examine how role and responsibilities can be carried out in way which plays to own strengths

2 **Be able to provide direction and set objectives in own area of responsibility**

Outline direction: know eg vision and objectives for school, understand how area of responsibility contributes, statutory, legal and other frameworks and codes of practice that impact on area of responsibility, school improvement process in respect of area of responsibility, strengths, limitations and potential of team, set vision, objectives, culture and operational plans

Implement objectives with colleagues: objectives eg types, setting, team, link between individual, team and organisational objectives, agreeing objectives, set objectives jointly, agree a manageable number of objectives, ask individuals to suggest action plans; benefits eg improves motivation, increases empowerment, provides clarity, provides focus, improves decision making, encourages prioritising of activities, provides direction, role of objectives within performance management systems used in own school

3 **Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement**

Communicate agreed direction: ways eg articulating a vision, different methods of communicating, listen and act on issues and concerns raised by others, help others understand how agreed direction links to vision and objectives of the school, communicate regularly, help others understand how their role and objectives contribute to the achievement of the vision.

Collect feedback: ways eg develop culture of trust and support so people feel able to provide honest feedback, encourage staff to draw on their expertise to provide feedback and suggestions for improvement, create formal and informal opportunities for providing feedback, model wanted behaviour by providing helpful and constructive feedback to others, discourage a 'blame culture', use of 360° feedback

4 **Be able to assess own leadership performance**

Assess feedback: ways eg reflect on feedback given, consider motivations and viewpoint of individual providing feedback, seek clarification or amplification where necessary, triangulate feedback from different sources, analysing and evaluating differences and similarities, consider feedback in the context of own role, responsibilities, objectives and in the light of relevant policies, standards and legal requirements

Evaluate own leadership performance: ways eg evaluate own performance (achievements, strengths and weaknesses) using best practice benchmarks used in own school, use Tannenbaum and Schmidt Continuum, consider the extent to which objectives have been met, explore and understand reasons for any shortfall, reflect on feedback and identify areas for future improvement or development

Essential guidance for tutors

Delivery

It is likely that learners choosing to take this unit will already have some experience in a leadership role and opportunities will exist for them to learn from each other. Delivery needs to provide opportunities for learners to gain a deeper understanding of the leadership role and to reflect on how this can be applied to their own role. They will need opportunities to reflect on their own strengths and identify areas in which they could be more effective.

While tutor-led discussions, case studies and video clips could all play a useful part in developing learner understanding. It may also be useful for learners (sub-divided into groups if necessary) to form an action learning set in which each learner could describe issues or events they are dealing with/have dealt with in their workplace, relevant to the unit content, with the others drawing on their own experiences to offer support and challenge. Learners could reflect on this discussion and report back to the group how this affected their approach in school and the subsequent effect. Learners would need to build up respectful and trustful relationships with others in their group and would need to be assured of the confidentiality of anything they say. While the tutor may need to support each group to get started, helping them to understand how the group should operate, establish the 'ground rules' with the input of the group etc., learners should themselves take turns to lead discussions. This approach would help learners to model and practise the behaviours of effective leaders.

Learning outcome 1 requires learners to identify and evaluate their own strengths in relation to their particular leadership role. The concept of different styles of leadership could be introduced using well-known leaders as a starting point for discussion. Learners could discuss the different styles and how effective or not those styles were in different situations for example Winston Churchill, Alan Sugar, Tony Blair, Gordon Brown. In their discussion groups, learners could reflect on their own preferred leadership style, how they have adapted this according to the context, and explore those situations where they feel less comfortable and need to strengthen some aspects of their performance.

For learning outcome 2, learners could look at examples of different organisational visions, mission statements, strategic plans and how these are reflected in the vision for different parts of the organisation. Examples of objectives could be looked at and learners could debate the extent to which they are SMART and how they could be improved. Working in pairs or small groups, learners could develop or improve objectives based on given scenarios.

Preparing a presentation about the direction of their own area of responsibility, showing how this supports the aims of their school, for subsequent questions and discussion with others will help learners to develop and clarify their own vision for learning outcome 3.

Tutor-led discussion on obtaining, evaluating and responding to feedback, supported by video clips, could be useful. Working in pairs, and with scenarios provided by the tutor, learners could role play the part of giver and receiver of feedback, discussing how this felt, where they were uncomfortable and how they feel they could have improved in either giving or receiving feedback.

Small discussion groups or action learning sets could be used to explore learners' views of their own leadership skills, using examples from their own work situation, and help them consider where different approaches may be useful.

Assessment

This unit relates to learners' ability to provide leadership within their area of responsibility in their own workplace.

A variety of assessment methods can be adopted:

- individual assignment or investigation

- individual reflective reports

- individual reflective summaries

- individual professional discussion

- evidence from a workplace project or activity

- observation of performance in the workplace

- expert witness testimony.

Suggested assessment activities

To meet learning outcome 1 and assessment criterion 4.2, learners could produce a reflective account of how they used different leadership skills and approaches in different situations and contexts, describing their own strengths as a leader and how they have used these to good effect. This account should describe how learners employed their leadership skills to overcome challenges, how they motivated and supported others and where, with hindsight, they might have approached things differently. Learners should explain how they evaluated their own strengths as a leader, using relevant frameworks such as professional and occupational standards, codes of practice relevant to their area of responsibility, and formal and informal feedback on their performance such as appraisals. This account could be supported by witness testimonies from line managers and through work-generated evidence such as project reports, minutes of meetings and appraisals.

Assessment criteria 2.1 and 3.1 could be evidenced through examples of communications learners have developed for a variety of audiences (senior leadership team, parents, pupils, other colleagues) and could be in the form of presentations, letters, brochures, project briefs or operational plans. The communications should explain clearly the aims and objectives of the learner's area of responsibility and its relationship with wider objectives (for example the school improvement plan, local or national policy objectives). This evidence could be supported by witness testimony or assessor observation of the learner leading or contributing to a meeting or event.

Assessment criterion 2.2 could be assessed through learners providing examples of objectives that they agreed with other staff members together with a professional discussion covering how the objectives were arrived at, how they meet the SMART criteria, and how they relate to the goals and aspirations of the organisation, the learner's area of responsibility and the individual.

To meet assessment criteria 3.2 and 4.1, learners could describe how they sought feedback on their performance, both formally and informally; how they responded to this feedback immediately and after reflection; and how they used feedback from a variety of sources to help them assess their own performance and identify how they could improve their own performance. Learners should explain how they have helped create a culture in which constructive feedback is encouraged and acted on. Workplace evidence, including examples of feedback and responses and witness testimony, could supplement this account.

Essential resources

As this is a competence-based unit, learners must have leadership responsibilities for a particular area of activity within their school. They are not required to have formal line management responsibilities.

Indicative resource materials

Textbooks

Adair – *The Inspirational Leader* (Kogan Page, 2003) ISBN 0749440465

Bennis W, Goldsmith J – *Learning to Lead,* (New York Basic Books, 2003) ISBN 9780738209050

Brooks I – *Organisational behaviour. Individuals*, *Groups and organisations* (FT-Prentice Hall, 2003) ISBN 9780582820722

Crainer S (editor) – *Leaders on Leadership* (Chartered Management Institute, 1996) ISBN 9780859462679

Lefton R and Buzzotta V – *Leadership through People Skills* (McGraw Hill, 2004) ISBN 9780071420358

Nahavandi A – *The Art and Science of Leadership* (Prentice Hall, 2003) ISBN 9780130458124

Pedlar M – *A Managers guide to Leadership, (*McGraw Hill, 2004) ISBN 0077104234

Thomas N (Editor) – *The John Adair Handbook on Leadership and Management,* (Thorogood, 2006) ISBN 9781854182043

West-Burnham J *Leadership and Professional Development in Schools* (Pearson, 1998) ISBN 9780273624097

Journals/magazines

Management Today (Chartered Institute of Management)

Professional Manager (Institute of Management)

School Leadership and Management (Routledge)

Websites

Appropriate websites will depend on the sector, market and organisation the learner chooses to investigate.

www.cipd.co.uk	Chartered Institute of Personnel and Development
www.cqm.org	Centre for Quality of Management
www.i-l-m.com	Institute of Leadership and Management
www.management-standards.org	Management Standards Centre
www.managers.org.uk	Chartered Institute of Management
http://www.nationalcollege.org.uk/	The National College

Unit 49: Set Objectives and Provide Support for Team Members

Unit code: M/600/9600

Level 3: Specialist

Credit value: 5

Guided learning hours: 35

Unit aim

This unit helps learners to set and support individuals and teams to achieve objectives.

Unit introduction

This unit supports learners to develop their skills as a team leader, supporting their team to help each member make a positive contribution to achieving team and individual objectives. As it is a competency unit, learners will need to provide evidence of their team leadership skills in their day-to-day work.

Support staff are increasingly taking on a leadership role in schools, which can relate to pastoral care as well as learning support, and involves them in leading teams of other support staff and volunteers. Learners will develop an understanding of how to create a successful and highly motivated team. They will learn the importance of setting team and individual objectives in partnership with team members to ensure buy-in and cooperation. They will understand the skills and techniques involved in planning and monitoring and reviewing progress, dealing with issues and problems appropriately. Learners will recognise the role of the team leader in encouraging and supporting team members to overcome difficulties and challenges and to take full advantage of opportunities as they arise.

Learners will recognise how ensuring their team is successful will, in turn, contribute to the success of their school and the children and young people within it.

Please note that, because of the overlap in content, learners taking this unit can not also take *Unit 48:'Provide Leadership and Direction for Own Area of Responsibility*.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Be able to communicate a team's purpose and objectives to the team members.	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
2 Be able to develop a plan with team members showing how team objectives will be met.	2.1	Discuss with team members how team objectives will be met.
	2.2	Ensure team members to participate in the planning process and think creatively.
	2.3	Develop plans to meet team objectives.
	2.4	Set SMART personal work objectives with team members.
3 Be able to support team members identifying opportunities and providing support.	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.
4 Be able to monitor and evaluate progress and recognise individual and team achievement.	4.1	Monitor and evaluate individual and team activities and progress.
	4.2	Provide recognition when individual and team objectives have been achieved.

Unit content

1 **Be able to communicate a team's purpose and objectives to the team members**

Purpose of a team: reasons eg range of skills and expertise available, sharing ideas, coordination of activities, mutual support, meeting organisational goals, accurate and timely work, ability to deal with operational difficulties, shared sources of information, shared understanding of business activities and processes, shared decision making, consistency in working practices, consistent messages communicated to customers and stakeholders, Belbin

Set team objectives: types of objectives eg process, impact, outcome, importance of setting team objectives that link with organisational objectives, allowing team members to contribute to objective setting to ensure engagement and buy-in, agree a manageable number of objectives, encourages prioritising of activities

Communicate the team's purpose: know and use different communication methods depending on the context eg team briefings, regular team meetings, one-to-one meetings with team members, email updates, informal discussions, encourage team members to ask questions or suggest solutions

2 **Be able to develop a plan with team members showing how team objectives will be met**

Discuss how team objectives will be met: ways eg encourage ownership of individual objectives within the limits of team member's knowledge and skills to empower, develop and motivate team, listen to team members' ideas and act on them where appropriate, encourage creativity and innovation, acknowledge difficulties and challenges and discuss how these will be resolved

Ensure team participation and creativity: ways eg get team members to present their ideas and listen to what they say, use brainstorming techniques to involve all team members in contributing ideas and issues, use of fishbone diagrams and other tools for further analysis and identifying underlying issues, model and encourage respectful working relationships, recognise and manage conflict and competition in the team sensitively

Develop plans: ways eg agree resources, agree appropriate working methods, work backwards from overall aim and objectives to agree stages or work packages and timelines for these, break down stages into activities/tasks and agree day-to-day responsibility for each, decide on reporting and monitoring processes, identify any dependencies between activities and tasks and reflect in planning and reporting structures, decide on suitable milestones, agree on quality measures and how these will be assured, agree frequency and structure of team meetings and review points.

Set personal work objectives: ways eg set objectives jointly with team member to ensure understanding and commitment, agree manageable number, ensure team member understands how success will be measured, agree any development needed to enable team member to succeed, know role of objectives within performance management systems used in own school

3 **Be able to support team members identifying opportunities and providing support**

Identify opportunities and difficulties: ways eg hold regular meetings where individuals can express concerns and ideas, understand the kinds of difficulties and challenges that can impact on the work of team members, use project management tools to highlight issues and achievements in a timely way, identify conflict at work including individual and group conflict

Discuss opportunities and difficulties: ways eg provide frequent and constructive feedback, ensure privacy when discussing sensitive issues, model calm and open communication, praise achievement and effort as much as possible, share and celebrate success with whole team, have staff suggest improvements ways of working, get team members to take the lead where they have relevant knowledge and expertise

Advice and support to overcome difficulties: know when and how to use coaching and mentoring techniques to help team members, such as the use of questioning to identify solutions and actions for themselves and encourage the commitment to identified actions; coaching model such as Pinnacle Performance Model for Effective Leadership (Humphrey and Stokes); know when to be directive eg when team member lacks the skills or knowledge to identify solutions, when prompt action is required, when health, safety, legality or policy may be compromised; avoid blame and recriminations; recognise where challenges are also opportunities; escalate difficulties to senior staff when appropriate; encourage others to provide support.

Advice and support to make the most of opportunities: know when and how to use coaching and mentoring techniques eg supporting the team member to set appropriate goals and assess progress, use listening and questioning techniques to help team member take ownership of their own development and recognise opportunities, be aware of development opportunities inside and outside the school and help team member to evaluate these, encourage autonomy within sphere of competence of team member, use praise and encouragement to develop confidence, link opportunities to career progression where appropriate

4 **Be able to monitor and evaluate progress and recognise individual and team achievement**

Monitor and evaluate individual and team activities and progress: ways eg establish and agree review points with team members, ensure that individual responsibilities are clear and team members know when and how to report, ensure reporting systems are not overly complex or time consuming, use project management techniques, set success criteria at the outset so that impact can be measured, ensure team members contribute to evaluation, agree and disseminate lessons learned

Provide recognition: ways eg praise, recognise, use regular team meetings for team members to report on achievements, make others, including senior staff, aware of exceptional achievements, use formal means for notable achievements, use performance management/appraisals to note success and achievements, celebrate team successes

Essential guidance for tutors

Delivery

It is likely that learners choosing to take this unit will already have some experience in a team leadership role and opportunities will exist for them to learn from each other. Delivery needs to provide opportunities for learners to gain a deeper understanding of how successful teams operate and to reflect on how this understanding can be applied to their own role.

Tutor-led discussions, case studies and video clips could all play a useful part in developing learner understanding.

Learning outcome 1 requires learners to understand how teams work, how to communicate the purpose of the team and how to set team objectives. A tutor-led discussion on the purpose and benefits of a team-led approach to projects or work areas could be followed up with learners, working in small groups, identifying what they believe to be the characteristics of a successful team.

Learners could be introduced to team model theories (for example Belbin). Learners could consider a team they are familiar with (as leader or team member) and consider how far the various members conformed to the roles outlined by a particular team model theory and the impact on the team's success (or otherwise).

Learners should be introduced to the concept of SMART objectives with a discussion on why it is important for objectives to meet these criteria. It would be helpful for learners to look at examples of objectives to discuss the strengths and weaknesses of each.

Using scenarios (ideally school-based examples) and working in small groups, learners could develop a presentation for the rest of the group providing SMART team objectives and a brief description of the team's purpose. Tutor-led discussion could focus on how learners found the process and what they learned from it.

Tutors should introduce learners to planning techniques and tools. As a key expectation of this unit is that team leaders should involve team members in planning and objective setting, learners should have the opportunity to practise facilitation techniques and the use of techniques to ensure group participation in identifying issues and solutions, such as fishbone diagrams and the five whys.

Working in their groups, and using the team purpose and objectives they previously developed, learners could go on to develop a plan with milestones, work strands and outcomes. Using some of the techniques that they have been shown, learners could identify potential opportunities, issues and solutions. It would be helpful if different members of the group could take the role of team leader at different times. Each member of the group could take on a particular role within the project or work area and develop at least one SMART objective relating to this. The group should also determine how the work should be monitored and evaluated.

Although this unit is not about developing learners as coaches or mentors, it would be helpful for the tutor to introduce some of the basic techniques for acting in this role. Video clips would help to illustrate these techniques and could also be used to provide examples of conflict resolution for group discussion.

A discussion on how to motivate team members, including the importance of recognising contributions, could include learners sharing occasions when they were motivated by the words or actions of others, and also instances when they were demotivated.

Assessment

This unit relates to learners' ability to provide leadership within their area of responsibility in their own workplace.

A variety of assessment methods can be adopted such as individual assignment or investigation, individual reflective reports, reflective summaries, professional discussion, evidence from a workplace project or activity, observation of performance in the workplace and expert witness testimony.

Suggested assessment activities

Each learner could prepare a case study relating to their team leader role for a particular project or work area. They should record the purpose and objectives of the team and how they ensured that all team members contributed to setting team objectives. The case study could follow the team's work over a period of time, with the learner describing how they led the planning of the project, how they went about setting individual objectives, how they ensured that the team remained motivated and how they monitored, reviewed and evaluated progress.

The case study should be supported by evidence from work products such as copies of communications on the work of the team for different audiences, copies of team and individual objectives, project planning, management and reporting documents, outputs from team brainstorming sessions (or photographs of these), copies of documents recognising individual or team successes. Professional discussion could be used to supplement evidence from the case study and work products.

Observation of learners conducting a team planning or review session would provide useful supporting evidence, as would witness testimony from line managers and team members.

Essential resources

As this is a competence-based unit, learners must have responsibility for leading a team and setting objectives.

Indicative resource materials

Textbooks

Adair – *The Inspirational Leader* (Kogan Page, 2003) ISBN 9780749440466

Bennis W, Goldsmith J – *Learning to Lead,* (New York Basic Books, 2003) ISBN 9780738209050

Brooks I – *Organisational behaviour. Individuals*, *Groups and organisations* (FT-Prentice Hall, 2003) ISBN 9780582820722

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Nahavandi A – *The Art and Science of Leadership*, (Prentice Hall, 2003)
ISBN 9780130458124

Pedlar M – *A Managers guide to Leadership (*McGraw Hill, 2004) ISBN 0077104234

Thomas N (Editor) – *The John Adair Handbook on Leadership and Management* (Thorogood, 2006) ISBN 9781854182043

West-Burnham J *Leadership and Professional Development in Schools* (Pearson 1998) ISBN 9780273624097

Journals/magazines

Management Today (Chartered Institute of Management)

Professional Manager (Institute of Management)

School Leadership and Management (Routledge)

Websites

Appropriate websites will depend on the sector, market and organisation the learner chooses to investigate.

www.cipd.co.uk	Chartered Institute of Personnel and Development
www.cqm.org	Centre for Quality of Management
www.i-l-m.com	Institute of Leadership and Management
www.management-standards.org	Management Standards Centre
www.managers.org.uk	Chartered Institute of Management
www.nationalcollege.org.uk	The National College
www.tda.gov.uk/	The Training and Development Agency for Schools

Unit 50: Support Learning and Development Within Own Area of Responsibility

Unit code:	**M/600/9676**
Level 4:	**Specialist**
Credit value:	**5**

Guided learning hours: 25

Unit aim

This unit helps learners to understand the importance of learning and to develop a learning environment within own area of responsibility.

Unit introduction

This unit supports learners to work with colleagues to support their learning and development within their own area of responsibility. As it is a competency unit, learners will need to provide evidence from their work environment that they meet the learning outcomes.

Support staff are increasingly taking on a leadership role in schools, which can relate to pastoral care as well as learning support, and this can involve them in supporting the professional development of others. Learners will explore the different types of formal and informal learning opportunities available to their colleagues and how different learning styles can impact on the effectiveness of training and development. Learners will understand the importance of linking learning objectives to the wider aspirations of the school as well as the career goals of individuals.

This unit helps learners understand the importance of working collaboratively with those they support in setting and evaluating learning objectives. They will explore how to maximise the benefits of continuing development through considering how to evaluate its impact at the outset, providing support for colleagues to overcome any barriers and through ensuring that new skills and knowledge are practised, reflected on and disseminated to others.

This unit links with *Unit 48: Provide Leadership and Direction for Own Area of Responsibility* and *Unit 49: Set Objectives and Provide Support for Team Members.*

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Be able to identify the learning needs of colleagues in own area of responsibility	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
2 Understand how to develop a learning environment in own area of responsibility	2.1	Explain the benefits of continual learning and development
	2.2	Explain how learning opportunities can be provided for own area of responsibility
3 Be able to support colleagues in learning and its application	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
4 Be able to evaluate learning outcomes and future learning and development of colleagues	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 content

1 **Be able to identify the learning needs of colleagues in own area of responsibility**

Identify gaps: ways eg be able to identify skills and knowledge required to meet objectives, skills audit of staff, use of professional and occupational standards to identify skills and knowledge requirements, external monitoring may identify areas that need to be addressed, literacy and numeracy needs, work with colleague to identify learning needs

Prioritise learning needs: ways eg promote benefits to colleagues within area of responsibility and decision-makers, take account of school needs and priorities and explain the relationship of development opportunities to these, know career aspirations of colleagues, work with colleagues to identify any barriers to meeting learning needs, exploring ways in which they can be overcome, awareness of equality and diversity issues that may impact on learning needs

Produce personal development plans: ways eg develop in partnership with colleague, include learning needs, learning activities to be undertaken, learning objectives to be achieved, timescales, required resources, review points, plans should take account of the colleague's circumstances

2 **Understand how to develop a learning environment in own area of responsibility**

Explain benefits: reasons eg raising pupil and school attainment, improving the quality of teaching and learning, increasing pupil understanding and enthusiasm, boosting staff confidence, making the school an attractive place to work so improving recruitment, retention and career progression

Provide learning opportunities: ways eg understand how area of responsibility contributes to school vision and objectives, be aware of any statutory, legal and other frameworks and codes of practice that impact on area of responsibility, consider relevance to area of responsibility of opportunities for individuals eg books or journals, watching programmes, keeping a learning log or reflective diary, work shadowing, coaching, peer support, networks, discussion forum, external

3 **Be able to support colleagues in learning and its application**

Information, advice and guidance: range eg books, journals, school policies, Training and Development Agency for Schools, guidance for CPD leaders, CPD database, education department, Sector Skills Council relevant to area of responsibility, local authority advice and courses, training courses offered by local colleges and other providers, specialist expertise within the school, relevant professional or occupational standards and related guidance

Communicate to colleagues: issues eg CPD should be the responsibility of the individual to own and manage, support needed before CPD needs can be met, create a 'learning culture' in which colleagues recognise that professionals should always be looking for ways to improve performance

Access to learning resources: ways eg school policies in relation to learning, know the different types of learning available and the required resources - fees, course materials, release time, cost of supply, be able to explain links between development opportunities and the colleague's personal development plan, find out the type of support colleagues need and any obstacles they identify and how they could be resolved, explain the financial and other support the school can offer, be aware of other sources of funding for development (eg from Skills Funding Agency, apprenticeship, local authority, government funded programmes), support colleague in negotiating release time, finding a coach or mentor, securing agreement of other colleagues for them to work-shadow.

Practise and reflect: ways eg use of reinforcement theory and its role in competence-based learning, create opportunities for colleagues to practise new skills, negotiating with other colleagues where necessary, encourage colleagues to cascade/disseminate their learning to others, use of reflective log/journal, regular discussion with colleagues on impact of learning on practice

4   **Be able to evaluate learning outcomes and future learning and development of colleagues.**

Desired outcomes: results eg to build in impact evaluation at planning stage, agree outcomes with colleague, timing of outcomes, reasons why development has not led to desired outcomes and put in place other measures to achieving them, share results

Personal development plan: updates eg review plans, discuss reasons why any plans have not taken place, evidence of appraisals/performance management process, changes in role, change in school priorities, national changes in government policy, new legislation

Essential guidance for tutors

Delivery

Learners choosing to take this competence-based unit will need to be in a work role in which they are responsible for supporting the development of others. They will have experience on which they can draw, both of their own learning and development and that of others. It is important that delivery of this unit supports learners in acquiring a deeper understanding of what makes an effective developmental experience and how to use this knowledge to improve their own practice.

As a starting activity, learners could discuss the types of professional development that they, or colleagues, have engaged in. The tutor could provide prompts where learners tend to focus only on formal learning and development (courses, INSET etc.) and help them recognise that less formal opportunities (work shadowing, mentoring, discussion groups, experiential learning) can be just as valuable.

Working in pairs or small groups, learners could share examples of Continuing Professional Development (CPD) that they have found useful and where CPD did not meet their needs. In their groups, and for discussion with the whole group later, learners could identify what they believe to be the characteristics of effective CPD.

Learners should explore the relationship between CPD and professional and occupational standards and the aims and objectives of the school. Learners could research websites that provide useful information on standards, qualifications and CPD opportunities for staff working in their area of responsibility and present these to the group with a brief explanation of the information and resources to be found on each and how they might be used.

In supporting others to meet their development needs, learners will need to take account of individual learning styles and preferences. Although many learners, through their work in school, will have an understanding of pedagogy and learning styles (visual, auditory, kinaesthetic) they may be less familiar with adult learning and how this might be different. A discussion on this could be followed by the tutor introducing some learning theories, for example Reinforcement theory - B F Skinner, Cognitive-Gestalt approaches, Holistic learning theory, Facilitation theory (the humanist approach) – Rogers, Experiential learning – Kolb, Differences in learning styles - Honey and Mumford, Action Learning - Reg Revans, Adult Learning (Andragogy) - Malcolm Knowles.

Working in small groups, and for whole group discussion, learners could identify what they would see as the essential component parts of a professional development plan. As an assignment, learners could work from a tutor-supplied scenario that describes the expected work role of a school staff member and the gaps in their skills and knowledge. Learners could identify a range of possible development opportunities (internal and external to the school) and describe how they would work with the colleague to identify the most appropriate opportunities, expected outcomes, the support that might be needed and how impact would be evaluated.

Assessment

This unit relates to learners' ability to provide leadership within their area of responsibility in their own workplace.

A variety of assessment methods can be adopted:

- individual assignment or investigation

- individual reflective reports

- individual reflective summaries

- individual professional discussion

- evidence from a workplace project or activity

- observation of performance in the workplace

- expert witness testimony.

Suggested assessment activities

To meet learning outcome 1 and assessment criteria 3.2, 3.4, 4.1 and 4.2 learners could produce a reflective account of how they have supported a colleague from the identification of learning needs through to the evaluation of outcomes. The account should:

describe how learning needs were identified and their relationship to the aims of the school and department

give examples of how they enthused and motivated their colleague to engage in personal development and how barriers were identified and overcome

explain how the colleague's individual circumstances and preferences were taken account of in deciding on development activities

describe how the learner negotiated with others to provide the appropriate development opportunities and how they worked with colleagues to monitor and support these

identify the learning outcomes explaining how these were to be measured

evaluate the effectiveness of the development programme, including how things could have been done better and what follow-up activities have taken place to embed and share the learning.

A portfolio of accompanying evidence could contain copies of training needs analyses, records of professional development discussions and meetings, original and updated development plans, evaluation forms, dissemination material etc. This account could also be supported by witness testimony from line managers, colleagues whose development the learner supported and others who the learner worked with to provide learning opportunities (mentors, more experienced colleagues, trainers) and through professional discussion.

For learning outcome 2 and assessment criteria 3.1 and 3.2, learners could develop a guide to professional development for their area of responsibility that:

- explains the school's policies and approaches in relation to CPD and how it benefits individuals, the school and its pupils

- describes the range of formal and informal development opportunities that colleagues might find useful in different circumstances

- provides a directory of useful books, journals and websites with brief descriptions of content and where these can be found
- lists sources of internal and external advice and support for professional development and how to access these.

Essential resources

As this is a competence-based unit, learners must have responsibility for supporting the professional development of others in their school. They are not required to have formal line management responsibilities.

Indicative resource materials

Textbooks

Bubb S, Earley P – *Leading & Managing Continuing Professional Development: Developing People, Developing Schools* (Sage Publications Ltd, 2007)
ISBN 9781412948289

Cross S – *Adult Teaching and Learning: Developing Your Practice* (Open University Press, 2009) ISBN 9780335234660

Knowles M, Holton E F, Swanson R A – *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development* (Elsevier, 2005)
ISBN 9780750678377

Moon J – *Handbook of Reflective and Experiential Learning: Theory and Practice* (Routledge, 2004) ISBN 9780415335164

Mezirow J and Associates – *Learning as Transformation: Critical Perspectives on a Theory in Progress (Higher Education)* (Jossey Bass, 2000) ISBN 9780787948450

Rogers J – *Coaching Skills: A Handbook* (Open University Press, 2008)
ISBN 9780335225521

West-Burnham J – *Leadership and Professional Development in Schools* (Pearson, 1998) ISBN 9780273624097

Journals/magazines

Professional Development in Education (Routledge)

School Leadership and Management (Routledge)

Websites

Appropriate websites will depend on the sector, market and organisation the learner chooses to investigate.

www.cipd.co.uk	Chartered Institute of Personnel and Development
www.i-l-m.com	Institute of Leadership and Management
www.nationalcollege.org.uk	The National College
www.practicebasedlearning.org	Making practice based learning – mainly for healthcare practitioners but useful generic material too
www.tda.gov.uk	The Training and Development Agency for Schools

www.teachingexpertise.com   Teaching Expertise

www.trainingjournal.com   Training Journal

Unit 51:   Team Working

Unit code: A/501/5163

Level 3:   Specialist

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is to develop teamwork skills within the workplace. Learners are expected to plan, carry out and review collaborative working as part of this unit.

Unit introduction

This unit supports learners to develop their skills as a team member. They will explore the different roles that contribute to the effectiveness of a team and reflect on their own role within the team or teams to which they belong in school. Learners will reflect on the behaviours that can help enable work teams to achieve their objectives, as well as considering those which are less helpful.

Support staff in schools will usually be part of a team. For some this may be a partnership with the teacher and other adults in the classroom they are based in. Many support staff will also find themselves part of other teams , for example-SEN, behaviour support, pastoral support . Increasingly teams will include members from other professions and organisations to support integrated ways of working and to provide extended service provision within schools.

Many pressures can be placed on support staff that impact on their ability to be an effective team member, including difficulties arising from membership of more than one team with competing pressures on time and resources and lack of non-contact time. This unit will equip learners with the skills and knowledge needed to manage the conflicts arising from such pressures more effectively and to develop an understanding of the strategies and approaches to planning, monitoring and information sharing that can minimise the risk of conflicts occurring.

Learners will develop an understanding of how effective a team member they are and the approaches to adopt to enable them to play an even more effective team role in the future.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Plan collaborative work with others	1.1	Describe what makes groups or teams effective in the workplace
	1.2	Agree realistic objectives for working together and identify what needs to be done to achieve them
	1.3	Share relevant information to help agree roles and responsibilities
	1.4	Agree suitable working arrangements with other team members
2 Seek to develop co-operative ways of working and check progress towards agreed objectives	2.1	Organise and carry out tasks efficiently to meet his/her responsibilities
	2.2	Seek effective ways to work co-operatively, including ways to resolve conflict
	2.3	Share accurate information on progress and agree changes where necessary to achieve objectives
3 Review work with others and agree ways of improving collaborative work in the future	3.1	Provide a detailed account of what went well and less well from his/her point of view
	3.2	Identify factors influencing the outcome of working with others, including own role
	3.3	Identify ways of improving own work with others

Unit content

1 **Plan collaborative work with others**

Effective groups or teams: factors eg range of skills and expertise available, sharing ideas, shared sources of information, shared understanding of activities and processes, shared decision making, consistency in working practices, consistent messages communicated to customers and stakeholders, Belbin's team roles model

Realistic objectives and how to achieve them: types eg SMART (specific, measurable, achievable, realistic, time constrained), process, impact, outcome, contribute to own objective setting to ensure engagement and buy-in, agree a manageable number of objectives, prioritise activities, break down stages into activities/tasks, agree resources, decide on suitable milestones

Share relevant information: ways eg be able to evaluate own skills and knowledge in relation to work of team, be honest and realistic, be proactive in taking on responsibilities within own sphere of competence, make others aware of times when not available (planned absences, when other work responsibilities are particularly time consuming) so work can be planned accordingly, share availability for team meetings

Agree working arrangements: ways eg agree stages or work packages and timelines for these, break down stages into activities/tasks and agree day-to-day responsibility for each, decide on reporting and monitoring processes, identify any dependencies between activities and tasks and reflect in planning and reporting structures, agree on quality measures and how these will be assured

2 **Seek to develop co-operative ways of working and check progress towards agreed objectives**

Organise and carry out tasks: ways eg produce accurate and timely work, be proactive and seek solutions while acting within limits of own responsibility, report to team leader in timely fashion if unable to resolve difficulties and/or milestones not likely to be achieved within expected timescale or budget, be aware of and use any processes or procedures required by team or school; know, and act within, policies or legislation relevant to role

Work cooperatively and resolve conflict: ways eg contribute own ideas effectively, take a share of the responsibility, be assertive - rather than passive or aggressive, accept and learn from constructive criticism, give positive, constructive feedback to others, listen actively, recognise types of conflict that may occur at work including individual conflict (personality clashes, differences of opinion, bullying or harassment) and group conflict (rivalry between groups, disagreement over team goals, unfair treatment between groups, unclear job roles), know how and when to use strategies for resolving conflict including listening skills, empathy, self-calming techniques, avoid emotional outbursts, stating own position calmly and clearly, willingness to share responsibility for the conflict

Share information on progress and agree changes: ways eg use reporting structures and documentation as required by the team/school, use project management techniques, contribute to team meetings, be honest about progress and difficulties encountered, reflect on successes and difficulties, being willing to make changes to plans in the light of these, listen to constructive ideas from others and be open to changing plans as a result, keep others outside the team informed of progress or changes where own work impacts on theirs

3 **Review work with others and agree ways of improving collaborative work in the future**

What went well and less well: review eg aims and objectives of team/project and own responsibilities, progress and outcomes against a range of agreed success measures, difficulties and issues encountered and describe how these were dealt with, reflect on effectiveness of counter measures and impact on others in the team/school

Factors influencing the outcome: factors eg effectiveness of team structure, appropriateness of reporting methodology, frequency and nature of team meetings, appropriate mix of skills and knowledge in team, assigned roles appropriate to expertise, willingness of all to take responsibility, supportive atmosphere, willingness to adapt plans in light of experience

Ways of improving own work with others: actions eg review own performance, reflect on successes and where things went less well, reflect on own role within team and areas where could have contributed more, consider areas for development that would improve performance and be proactive in seeking ways for development needs to be met

Essential guidance for tutors

Delivery

Learners choosing to take this unit will already have some experience of working in a team and opportunities will exist for them to learn from each other. Delivery needs to provide opportunities for learners to gain a deeper understanding of how successful teams operate and to reflect on how this understanding can be applied to their own role.

Tutor-led discussions, case studies and video clips could all play a useful part in developing learner understanding.

In this unit learners need to understand how teams work, how to contribute to objective setting and how to work cooperatively with others to achieve team objectives, including conflict resolution, and how to plan, evaluate and improve effectiveness. A tutor-led discussion on the purpose and benefits of a team-led approach to projects or work areas could be followed up with learners, working in small groups, identifying what they believe to be the characteristics of a successful team.

Learners could be introduced to team model theories (for example Belbin). Learners could be asked to consider a team they are familiar with (as leader or team member) and consider how far the various members conformed to the roles outlined by a particular team model theory and the impact on the team's success (or otherwise). Working in suitably sized groups, learners could be set a small task (team building exercise) in which each member role plays a randomly assigned team role (leader, clarifier, ideas person etc.). Subsequent discussion could focus on how easy or natural people found these roles, how different or similar they were to the role they normally carry out, and how successful or otherwise this mix of roles was in accomplishing the task. Learners could also consider unhelpful team roles (perhaps illustrated through video clips) and discuss how roles such as the team clown, the critic, the show-off or the autocrat can impact on the effectiveness of the team.

Learners should be introduced to the concept of SMART objectives with a discussion on why it is important for objectives to meet these criteria. It would be helpful for learners to look at examples of possible team objectives to discuss the strengths and weaknesses of each and to come up with improvements.

Learners should have the opportunity to understand and develop the skills needed to manage conflict at work. Potential reasons for conflict between team members could be discussed and how conflict situations develop and escalate (trigger, fuse, explosion). Ways of avoiding conflict in the first place could be debated and -tutors could use video clips to illustrate effective and less effective ways of handling conflict. Role play in pairs could help learners practise techniques for resolving conflict.

Tutors should introduce learners to project management techniques and tools. Learners should understand the importance of sharing information, reporting on progress and evaluating outcomes. Working in groups, and from supplied scenarios, learners could work together to develop project plans, assign roles and responsibilities, identify risks and issues, as well as plans for their mitigation, and agree outcomes and success criteria.

As an assignment, learners could describe a project or team they have been involved in and where it was successful or otherwise, identifying how it could have been made more successful.

Assessment

It is essential that learners are able to work as part of a team in their own workplace.

A variety of assessment methods can be adopted such as individual assignment or investigation, individual reflective reports, individual reflective summaries, individual professional discussion, evidence from a workplace project or activity, observation of performance in the workplace and expert witness testimony.

Suggested assessment activities

To meet assessment criterion 1.1, learners could provide a written description of the characteristics of effective teams in the workplace, also identifying less helpful behaviours that can prevent a team from performing well.

All other assessment criteria are competence based and must be assessed using evidence from the workplace.

Learners could produce a reflective account of the work or project of a team in which they have been involved. They must explain how team objectives and plans for achieving them were agreed and their own role in this process. They should identify the information that they provided to others and explain how this contributed to the assignment of roles and responsibilities. They should give an account of the working arrangements of the team and say how they worked cooperatively with others to decide these. The account should include a description of how learners met their responsibilities including how they worked with others, sharing information appropriately, offering support and feedback and being flexible where necessary. Difficulties and conflicts encountered should be described with an explanation of how these were resolved. Learners should also provide a detailed evaluation of the impact of the project or collaboration, identifying those factors that contributed to both favourable and less favourable outcomes. Learners should evaluate their own contribution realistically, highlighting those parts of the work where, with hindsight, they could have worked more effectively with others and describing how they plan to improve their future practice.

This account could be supported by a portfolio of work-generated evidence such as minutes of team meetings, project planning and monitoring documents, project closure reports or impact evaluation, appraisals, personal development plans, copies of emails or memos.

Witness testimony from team leaders could provide useful corroborative evidence, as could direct assessor observation of learners interacting with others in their team.

Simulation could be used to demonstrate learner ability to resolve conflicts if naturally-occurring evidence is not available.

Essential resources

As this is a competence-based unit, learners must be a member of a team in their workplace.

Indicative resource materials

Textbooks

Brooks I – *Organisational behaviour. Individuals, Groups and organisations* (FT-Prentice Hall, 2003) ISBN 9780582820722

Burnham L and Diaz, L – *S/NVQ Level 3 Teaching Assistant's Handbook: Secondary Schools (NVQ/SVQ Teaching Assistants: Supporting teaching and learning in schools*, *2 Edition* (Heinemann, 2008) ISBN 9780435449391

Burnham L – *Supporting Teaching and Learning in Schools* (Secondary) (Heinemann, 2010) ISBN 9780435032050

Burnham L – *Supporting Teaching and Learning in Schools* (Primary) (Heinemann, 2010) ISBN 9780435032043

West-Burnham J – *Leadership and Professional Development in Schools* (Pearson, 1998) ISBN 9780273624097

Journals/magazines

Professional Manager (Institute of Management)

School Leadership and Management (Routledge)

Times Educational Supplement (TES)

Websites

Appropriate websites will depend on the sector, market and organisation the learner chooses to investigate.

www.belbin.com	Belbin
www.businessballs.com/teambuilding.htm	Businessballs
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.nationalcollege.org.uk	The National College
www.tda.gov.uk	The Training and Development Agency for Schools

Unit 52: Work With Other Practitioners to Support Children and Young People

Unit code:	R/601/8368
Level 3:	Specialist
Credit value:	3

Guided learning hours: 15

Unit aim

This unit provides the knowledge, understanding and skills to work with other practitioners to support children and young people. It covers integrated and multi-agency working and requires demonstration of competence in maintaining working relationships and working in partnership with other practitioners.

Unit introduction

The unit explores the importance of working together with practitioners from a variety of agencies to support pupils in schools. Learners will consider current practice in multi-agency working in teaching and learning environments and the purpose of different teams in these environments.

Learners will examine their own roles in professional teams they are members of, or could be, and, in particular, how they could develop their contributions to multi-agency support it to become more effective. It enables learners to understand how to deliver effective support to a range of professionals some of whom may be representatives of outside agencies.

On completion of this unit learners will be able to work flexibly and appropriately within complex environments and contribute to the delivery of personalised plans of support for children and young people. They will have a good understanding of the local and national frameworks they must operate within and will develop the skills and knowledge required to enable them to respond professionally to a broad range of situations. Learners will be well briefed in the communication protocols that surround some of the issues that arise whilst working with children and young people who require the support of external agencies.

On completion of this unit learners should understand multi-agency and integrated working, be able to maintain working relationships with other practitioners and work in partnership with other practitioners.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria	
1 Understand multi-agency and integrated working	1.1	Explain the importance of multi-agency working and integrated working for supporting children and young people
	1.2	Identify the external agencies and professionals who contribute to supporting children and young people in the setting
	1.3	Explain the roles and responsibilities of other professionals within and external to the setting that impact on own working practice
	1.4	Explain own role in different group situations including multi-agency and integrated working
	1.5	Explain the importance of respecting:
		a) the contribution of other professionals to supporting children and young people
		b) own and others' professional boundaries
		c) the skills and expertise of other professionals
	1.6	Explain the policy and procedures of the setting for making and maintaining contact with external agencies and professionals
2 Be able to maintain working relationships with other practitioners	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

Learning outcomes	Assessment criteria	
	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
3 Be able to work in partnership with other practitioners	3.1	Respond to other practitioners' requests for information and support in a manner that demonstrates a willingness to cooperate
	3.2	Clearly explain to other practitioners any factors limiting your ability to cooperate
	3.3	Use knowledge of the children and young people to contribute to the planning and implementation of joint actions
	3.4	Carry out agreed commitments to undertake work in partnership with other practitioners
	3.5	Seek and make use of opportunities to draw upon the skills and knowledge of other practitioners in support of own role

Unit content

1 **Understand multi-agency and integrated working**

Multi-agency working and integrated working: applicable to an education setting eg safeguarding children, visitors, working with other agencies, reporting accidents; ensuring eg best outcomes for the child, young person, family, sharing of skills, information, best practice, child centred

External agencies and professionals who contribute: types eg professional bodies, teams made up of adults in different roles/professions eg teachers, assistants, support workers, school nurses, curriculum leaders, managers, governors, external agency representatives, multi-agency working, behaviour support service, Child and Adolescent Mental Health Services (CAMHS), National Health Service, National Probation Service, police, Prison Service, Sure Start children's centres, voluntary sector

Roles and responsibilities of other professionals: range eg national, local, role of social services, relevant local agencies, case conferences, child protection register, working environment, different working contracts, terms and conditions of employment, professional values and ethos

Own role in different group situations: types eg liaison, information sharing, following safe practices, reporting, safeguarding, promoting self-esteem, confidence building, supporting work of other professionals who work with children, young people and their families/carers

Explain the importance of respecting: contribution of other professionals eg valuing contributions and expertise, breadth, diversity, complexity; professional boundaries eg being tolerant of different or opposing views, providing and/or sharing information so others can work effectively, respecting confidentiality, differentiating between roles, resolution of differences, conflict; skills and expertise of other professionals eg working relationships, experience, leadership, decision making

Policy and procedures of setting for contact with external agencies and professionals: factors eg policy, protocols, routines, contacts, confidentiality

2 **Be able to maintain working relationships with other practitioners**

Provide information: ways eg knowledge, collaborative approach, ability to work in multi-disciplinary teams, meeting needs, partnership with parents and carers, in response to requests, contextual information, description, evidence, transcripts of conversations

Share information: sharing findings as appropriate and according to the procedures/policies of the setting eg referring concerns, particular difficulties, suspected abuse, legal evidence to an appropriate professional such as the SENCO, designated child protection person within the setting, procedures in familiar setting, understanding that confidentiality can not be maintained in a situation where abuse is suspected

Referral to other sources of information, advice or support within the setting: reasons eg circumstances, situation, appropriate, alternative sources of information; ways eg consultation, collaboration, event, nature, frequency, needs of child, professional, team, personal development, changes in policy, practice, regulation

Interact with other practitioners: ways eg communication, valuing the contributions and expertise of others, support, tolerance of different or opposing views, providing and/or sharing information in order for team members to work effectively, respecting confidentiality as appropriate, differentiating between team and other roles outside of team

Extend personal contact with other practitioners and make direct observation of their particular expertise: ways eg continual professional development, observing, shadowing, professional dialogue, learning from others, reflection

Provide advice, information and demonstrations: ways eg support, deliver briefings, model best practice, behaviour, skills, mentoring, coaching, sharing knowledge, culture of improvement, review, performance management

3 Be able to work in partnership with other practitioners

Respond to requests: ways eg systematic and appropriate recording of relevant activities, accurate facts, agreed format, collaborative, timely, meet deadlines, data protection, consent

Factors limiting ability to cooperate: factors eg communication, policy, regulation, rationale, barriers, setting, circumstances, dilemmas, relating to safeguarding, ethical considerations, safety and wellbeing

Use knowledge to contribute to planning and implementation of joint actions: ways eg volunteer information, sharing goals, expression of pupil needs, identification of difficulties and challenges, reflecting with others on pupil need, using feedback from others to improve practice/plan, importance of evaluation and review

Carry out agreed commitments: types eg teamwork, planning, implementation, supervising resources, safeguarding pupils, reviewing policy, reviewing procedures, multi-agency, interacting with and learning from non-teacher professionals

Skills and knowledge of other practitioners: ways to learn eg observation, shadow, reflection, setting goals or actions in areas identified as needing improvement, accessing appropriate sources of support, planning own development, continuing professional development

Essential guidance for tutors

Delivery

Some of the knowledge and understanding for this unit may come from learner research or practical work experience, whilst some will be gained in the classroom or from observed practice in a work placement. The unit gives learners an overview of the context in which learning takes place.

Mechanisms for delivery could include learners working together in a group to develop a group response to case studies that illustrate how a number of agencies worked as a team to support children and young people. Learners could also be presented with scenarios where they need to identify the external agencies and professionals who need to come together in these examples and explain the skills and knowledge the professionals would bring. This may involve learners researching a range of agencies and their duties, and it will engage them in applying their findings to each situation. Working in this way learners will be engaged in the experience of working together, collaboratively, to reach an agreed response. Learners could allocate roles and responsibilities, represent different agencies, or role play, when working on aspects of the case study and craft a group response to the tasks set. Delivery could also extend to a review of their effectiveness and an agreed response to how they may have improved the way they worked together to deliver their response. This could result in an agreed list of behaviours and barriers to effective multi-agency working and working with a range of professionals within the setting that embed learner understanding of respecting professional boundaries and the skills and expertise of other professionals they work with.

The development of these scenarios could also extend to learners identifying the type of information practitioners need to assist them in their role. Learners could be engaged in sharing this across the group in appropriate formats within the boundaries of the role they are playing. Activities where learners are sharing information or providing advice or demonstrations to assist other will develop their ability to interact with others in a manner likely to promote trust and confidence. Learners need opportunities to demonstrate their ability to work in partnership with other practitioners and to observe existing practitioners at work. This forms an essential part of delivery of this unit. Tutors will want to discuss with learners what they observed whilst with experts at work and these discussions will provide opportunities to explore factors that may limit their ability to cooperate but also enable them to discuss how to apply their knowledge of children and young people to contribute to the planning and implementation of joint actions. Working through these issues in groups will again provide opportunities to practise the skills needed to work in partnership with other practitioners and to draw on the skills and knowledge of each other as they will need to do so when working with other practitioners.

Assessment

Assessment criteria 2.1, 2.2, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4 and 3.5 must be assessed in the workplace.

Suggested assessment activities

Some of the assessment for this unit will be written work as the learning outcome 1 requires description and explanation. Evidence could come, for example, from activities learners have observed or undertaken on their work experience.

Learners should explain the importance of multi-agency and integrated working for supporting children and young people. This could be in the form of a briefing for colleagues or representatives of agencies. As part of the brief learners could describe the range of external agencies and professionals that are available to support children and young people and explain their respective roles and responsibilities as well as their own. Alternatively, they could demonstrate their understanding of their own role and that of others by summarising job descriptions to inform colleagues in the setting about what they can expect from representatives of external organisation and professionals as well as what they may expect of the learner. This would require learners to explain their role in different group situations, including multi-agency and integrated working, including their understanding of how to respect the contribution of other professionals and the professional boundaries that exist within the framework of policies and procedures for the setting.

Evidence for learning outcomes 2 and 3 could be supported by witness statements as learners are required to demonstrate that they can maintain working relationships with other practitioners and sustain long-term relationships within the professional environment. Learners could use a case study of an individual pupil to provide evidence that satisfies both learning outcomes 2 and 3.

Although the confidentiality requirements of the setting and pupils must be maintained learners could submit a single portfolio of work that relates to a sustained contribution to multi-agency working to support a pupil. The study could include diaries that explain how they provided information to assist other practitioners in their role that complied with the policies and procedures of the setting and was complete and accurate. The diary could refer to reflections about when, why and how they referred issues to another practitioner. Personal reflections in a diary provide a medium in which learners can explain how they observed particular areas of expertise and used this to inform how they delivered advice, information and demonstrations to assist other practitioners.

Within the portfolio they could include a diary or account of how they responded to other practitioners' requests for information and support, with reflections on factors which may have limited their ability to cooperate, will form further essential evidence. The portfolio could also include a timeline or plan that plots the activities, meetings and behaviours the learner engaged in to bring their knowledge of the pupil to contribute to the planning and implementation of joint actions and records how they carried out agreed commitments as part of the overall action plan for the pupil, in partnership with other practitioners. The diary also provides an opportunity for learners to explain how they used situations where they worked with practitioners from external agencies or other professionals to develop their own skills and expertise.

Specification – Pearson Edexcel Level 3 Award/Certificate/Diploma specialist qualifications in Supporting Teaching and Learning in Schools– Issue 4 – March 2017

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Essential resources

As this is a work-based programme, all learners will either be directly involved in working as part of a multi-agency team or have access to situations or schools/organisations where adults work in teams to support children and young people. All learners will need an opportunity to participate in a multi-agency team activity within the teaching and learning environment.

Indicative resource materials

Textbooks

Bulman K and Savory L – *BTEC First Children's Care, Learning and Development* (Heinemann, 2006) ISBN 9780435499068

Burnham L – *S/NVQ Level 2 Teaching assistant's Handbook, 2nd Edition* (Heinemann, 2008) ISBN 9780435449308

Dryden, L – *Essential Early Years* (Hodder Arnold, 2005) ISBN 9780340888773

Interactive Tutor Resource for Teaching Assistants S/NVQ Levels 2/3 (Heinemann, 2008) ISBN 9780435117252

Lang R – *The Art of Positive Communication* (Nasen/David Fulton, 2005) ISBN 9781843123675

Minett, P – *Child Care and Development* (Hodder Arnold, 2005) ISBN 9780340889152

Ward S, Walker J, Snaith M and Bulman K – *BTEC First Children's Care, Learning and Development Assessment and Delivery Resource* (Heinemann, 2006) ISBN 9780435402242

Documents to be downloaded

Information Sharing, Guidance for Practitioners and Managers

www.everychildmatters.gov.uk/informationsharing

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.education.gov.uk	Department for Education
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
www.open.ac.uk	The Open University
qualifications.pearson.com	Pearson
www.tda.gov.uk	The Training and Development Agency for Schools
www.teachernet.com	Teachernet

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))

- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)

- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

Professional development and training

Professional development and training

Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: qualifications.pearson.com

Online support: find the answers to your questions in *Knowledge Base*, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a teacher, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need please send us your query and our qualification or administrative experts will get back to you.

Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:
Email: wblcustomerservices@pearson.com
Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:
Email: wbl@pearson.com
Telephone: 0844 576 0045

How to obtain National Occupational Standards

Training and Development Agency for Schools (TDA)
Piccadilly Gate
Store Street
Manchester
M1 2WD

Annexe A

Wider curriculum mapping

Study of Pearson Edexcel Level 3 qualifications in Supporting Teaching and Learning gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds or rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe B

Tracking sheets for the Pearson Edexcel Level 3 Award, Certificate and Diploma in Supporting Teaching and Learning in Schools

Unit 1: Communication and Professional Relationships with Children, Young People and Adults# indicates partial coverage of the NVQ unit

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand the principles of developing positive relationships with children, young people and adults	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			
2 Understand how to communicate with children, young people and adults	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 and communication differences			
	2.3 Explain the main differences between communicating with adults and communicating with children and young people			
	2.4 Explain how to adapt communication to meet different communication needs of adults			
	2.5 Explain how to manage disagreements with children, young people and adults			

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Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Understand legislation, policies and procedures for confidentiality and sharing information, including data protection	3.1 Summarise the main points of legislation and procedures covering confidentiality, data protection and the disclosure of information			
	3.2 Explain the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this			
	3.3 Justify the kinds of situation when confidentiality protocols must be breached			

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(*if sampled*)

Unit 2: Develop Professional Relationships with Children, Young People and Adults

Learning outcomes	Assessment criteria		Evidence location	Date	Achieved
1 Be able to develop professional relationships with children and young people	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			
2 Be able to communicate with children and young people	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 and the context of the communication c communication differences			
	2.3	Demonstrate strategies and techniques to promote understanding and trust in communication with children and young people			

Learning outcomes	Assessment criteria		Evidence location	Date	Achieved
3 Be able to develop professional relationships with adults	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 and 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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
4 Be able to support children and young people in developing relationships	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 and 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			
5 Be able to comply with policies and procedures for confidentiality, sharing information and data protection	5.1 Apply the setting's policies and procedures for: sharing information, confidentiality and data protection			
	5.2 Demonstrate how to report and record information formally and informally in the appropriate way for the audience concerned			

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Unit 3: Engage in Personal Development in Health, Social Care or Children's and Young People's Settings

Learning outcomes	Assessment criteria		Evidence location	Date	Achieved
1 Understand what is required for competence in own work role	1.1	Describe the duties and responsibilities of own work role			
	1.2	Explain expectations about own work role as expressed in relevant standards			
2 Be able to reflect on practice	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			
3 Be able to evaluate own performance	3.1	Evaluate own knowledge, performance and understanding against relevant standards			
	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	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
5 Be able to use learning opportunities and reflective practice to contribute to personal development	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			

Learner name: _____ Date: _____

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(*if sampled*)

Unit 4: Promote Children and Young People's Positive Behaviour

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand policies and procedures for promoting children and young people's positive behaviour	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 and 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			
2 Be able to promote positive behaviour	2.1 Explain the benefits of actively promoting positive aspects of behaviour			
	2.2 Demonstrate ways of establishing ground rules with children and young people which underpin appropriate behaviour and respect for others			
	2.3 Demonstrate strategies for promoting positive behaviour according to the policies and procedures of the setting			
	2.4 Demonstrate realistic, consistent and supportive responses to children and young people's behaviour			
	2.5 Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to manage inappropriate behaviour	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
4 Be able to respond to challenging behaviour	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
5 Be able to contribute to reviews of behaviour and behaviour policies	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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(*if sampled*)

Unit 5: Promote Equality, Diversity and Inclusion in Work with Children and Young People

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Be able to promote equality and diversity in work with children and young people	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
2 Understand the impact of prejudice and discrimination on children and young people	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			
3 Be able to support inclusion and inclusive practices in work with children and young people	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			

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(*if sampled*)

Unit 6: Schools As Organisations

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Know the structure of education from early years to post-compulsory education	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			
2 Understand how schools are organised in terms of roles and responsibilities	2.1 Explain the strategic purpose of: school governors, senior management team, other statutory roles eg SENCO, teachers and support staff roles			
	2.2 Explain the roles of external professionals who may work with a school eg educational psychologist			
3 Understand school ethos, mission, aims and values	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			
4 Know about the legislation affecting schools	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 and school specific regulatory bodies			

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Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
5 Understand the purpose of school policies and procedures	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 and parental engagement			
	5.3 Evaluate how school policies and procedures may be developed and communicated			
6 Understand the wider context in which schools operate	6.1 Summarise the roles and responsibilities of national and local government for education policy and practice			
	6.2 Explain the role of schools in national policies relating to children, young people and families			
	6.3 Explain the roles of other organisations working with children and young people and how these may impact on the work of schools			

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(*if sampled*)

Unit 7: Support Assessment for Learning

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand the purpose and characteristics of assessment for learning	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 and the learning support practitioner			
2 Be able to use assessment strategies to promote learning	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
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 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 and 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 and 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			

Learner name: _____ Date: _____

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(*if sampled*)

Unit 8: Support Children and Young People's Health and Safety

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand how to plan and provide environments and services that support children and young people's health and safety	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.			
2 Be able to recognise risks to health, safety and security in a work setting or off site visits	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.			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able 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			
	3.2 Explain the dilemma between the rights and choices of children and young people and health and safety requirements			
	3.3 Give example from own practice of supporting children or young people to assess and manage risk			
4 Understand appropriate responses to accidents, incidents and emergencies and illness in work settings and off site visits	4.1 Explain the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness			
	4.2 Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies			

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(*if sampled*)

Unit 9: Support Learning Activities

Learning outcomes	Assessment criteria		Evidence location	Date	Achieved
1 Be able to contribute to planning learning activities	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			
2 Be able to prepare for learning activities	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to support learning activities	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 and problem solving skills			
	3.6 Explain the sorts of problems that might occur when supporting learning activities and how to deal with these			
4 Be able to observe and report on learner participation and progress	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
5 Be able to contribute to the evaluation of learning activities	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 and reflect on and improve own practice in supporting learning activities			
6 Be able to evaluate own practice in relation to supporting literacy, numeracy and ICT	6.1 Evaluate how own knowledge, understanding and skills in literacy, numeracy and ICT impact on practice			
	6.2 Develop a plan to improve own knowledge, understanding and skills in literacy, numeracy and ICT			

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(*if sampled*)

Unit 10: Understand Child and Young Person Development

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand the expected pattern of development for children and young people from birth - 19 yrs	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			
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 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.			
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			
	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
4 Understand the importance of early intervention to support the speech, language and communication needs of children and young people	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			
5 Understand the potential effects of transitions on children and young people's development.	5.1 Explain how different types of transitions can affect children and young people's development			
	5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition			

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(*if sampled*)

Unit 11: Understand How to Safeguard the Wellbeing of Children and Young People

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people	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.			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
2 Understand the importance of working in partnership with other organisations to safeguard children and young people	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			
3 Understand the importance of ensuring children and young people's safety and protection in the work setting	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
4 Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	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			
5 Understand how to respond to evidence or concerns that a child or young person has been bullied	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
6 Understand how to work with children and young people to support their safety and well being	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			
7 Understand the importance of e-safety for children and young people	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			

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(*if sampled*)

Unit 12: Plan and Deliver Learning Activities Under the Direction of a Teacher

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Be able to plan learning activities under the direction of the teacher	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 and 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			
2 Be able to deliver learning activities	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 and 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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to monitor and assess learning outcomes	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			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature:_____   Date: _____
(*if sampled*)

Unit 13: Provide Literacy and Numeracy Support

Learning outcomes	Assessment criteria		Evidence location	Date	Achieved
1 Be able to identify pupils' needs for literacy and numeracy support	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 and literacy and numeracy support needs			
	1.3	Obtain and interpret information about: the teaching and learning objectives of learning activities and the literacy and numeracy demands of learning activities			
2 Be able to provide literacy support to help pupils to access the wider curriculum	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to provide numeracy support to help pupils to access the wider curriculum	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			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 14: Support Children's Speech, Language and Communication

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand the importance of speech, language and communication for children's overall development	1.1 Explain the speech, language and communication needs of children			
	1.2 Explain how speech, language and communication skills support children's learning, emotional, behaviour and social development			
	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			
2 Be able to provide support for the speech, language and communication development of children in the setting	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Understand how environments support speech, language and communication	3.1 Demonstrate models of providing support taking into account the age, specific need, abilities, home language, interests of 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 on a one to one basis and in groups			
	3.4 Evaluate the effectiveness of speech, language and communication support for children in own setting			
4 Be able to contribute to maintaining a positive environment that supports speech, language and communication	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 and young people			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 15: Support Delivery of the 14-19 Curriculum

Learning outcomes	Assessment criteria		Evidence location	Date	Achieved
1 Understand educational policy and practice for the education and training of 14 to 19 year olds	1.1	Summarise current provision for 14 to 19 year olds in the compulsory and post compulsory education sectors			
	1.2	Explain the relationship between the compulsory and post compulsory education sectors for 14 to 19 education and training			
	1.3	Explain progression opportunities and routes for 14 to 19 year olds			
2 Be able to support teaching and learning for 14 to 19 year olds	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to work collaboratively to support delivery of the 14 to19 curriculum	3.1 Explain the roles of different services and agencies in providing education and training for 14 to19 year olds			
	3.2 Explain the importance of effective team working with colleagues within and external to the setting for promoting the achievement and wellbeing of 14 to 19 year old learners			
	3.3 Demonstrate ways of contributing to collaborative and cross sector working for planning, delivery and review of education and training for 14 to 19 year olds			
	3.4 Use knowledge of the learners and curriculum to provide colleagues within and external to the setting with feedback on the participation and progress of 14 to 19 year old learners with whom they work			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature:_____   Date: _____
(*if sampled*)

Unit 16: Support Gifted and Talented Learners

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand the needs of gifted and talented learners	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 and outside of the setting			
2 Be able to contribute to planning learning programmes for gifted and talented learners	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 and maintain learners' motivation and interest			
	2.4 Select and prepare learning resources relevant to: the learners' needs, interests and abilities and the enriched teaching and learning objectives			

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Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to support learning activities for gifted and talented learners	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			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature:_____ Date: _____
(*if sampled*)

Unit 17: Support Literacy Development

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand current national and organisational policies and practices for literacy development	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			
2 Be able to support learners in developing reading and writing skills	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			
3 Be able to support learners in developing speaking/talking and listening skills	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			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 18: Support Numeracy Development

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand current national and organisational frameworks for mathematics	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			
2 Be able to support learners in developing numeracy skills	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			
3 Be able to support learners in using and applying mathematics	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			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 19: Support Teaching and Learning in a Curriculum Area

Learning outcomes	Assessment criteria		Evidence location	Date	Achieved
1 Be able to use subject knowledge to support teaching and learning in a curriculum area	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 and help learners address errors or misconceptions in understanding the principles and concepts of the subject area			
2 Be able to develop own subject knowledge	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to contribute to developing teaching and learning in a curriculum area	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			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 20: Provide Bilingual Support for Teaching and Learning

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Be able to contribute to assessment of bilingual learners	1.1 Carry out an initial assessment of bilingual learners, under the direction of a teacher, using learners' preferred language			
	1.2 Work with relevant people to assess the experience, capabilities and learning style of bilingual learners in relation to the planned learning programme			
	1.3 Explain why a specialist assessment may be required and the setting's procedures for arranging this			
	1.4 Provide feedback to learners and relevant people on the outcome of the assessment and the implications for meeting the learning, language development and wellbeing needs of the learner			
	1.5 Provide information and support to relevant people to help them in meeting the learning, language development and wellbeing needs of the learner			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
2 Be able to provide bilingual support for learners	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to support communication with families of bilingual learners	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 and promotes trust			
	3.2 Provide accessible information to families as agreed by the setting			
	3.3 Encourage families to share information about their child to support the setting in providing for his/her wellbeing and education			
	3.4 Accurately record any information provided by families and the communication methods used, and pass this information to the relevant person/people in the setting without delay			
4 Be able to contribute to reviews of communication with families of bilingual learners	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			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 21: Support Bilingual Learners

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Be able to interact with bilingual learners	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 and 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			
2 Be able to support bilingual learners to develop skills in the target language	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to support bilingual learners to access the curriculum	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 and subject knowledge, understanding and skills			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 22: Support Children and Young People With Behaviour, Emotional and Social Development Needs

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand the influences impacting on the behaviour, emotional and social development of children and young people.	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			
2 Understand the special educational needs of children and young people with behaviour, emotional and social development needs	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to support the behaviour management of children and young people with behaviour, emotional and social development needs	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
4 Be able to support children and young people with behaviour, emotional and social development needs to develop relationships with others	4.1 Provide opportunities for children and young people with behaviour, emotional and social development needs to establish social contacts and relationships with others			
	4.2 Demonstrate ways of encouraging cooperation between children and young people in ways which are commensurate to their age and stage of development			
	4.3 Interact with children, young people and other adults in ways which provide a positive and consistent example of effective interpersonal relationships			
	4.4 Demonstrate ways of responding to conflict situations and incidents of inappropriate behaviour with due consideration for own safety and that of others			
	4.5 Demonstrate strategies for helping rebuild damaged emotional relationships between: children and young people and 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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
5 Be able to support children and young people with behaviour, emotional and social development needs to develop self-reliance and self-esteem	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 and 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			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 23: Support Disabled Children and Young People and Those with Special Educational Needs

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand the rights of disabled children and young people and those with special educational needs	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			
2 Understand the disabilities and/or special educational needs of children and young people in own care	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to support the inclusion of disabled children and young people and those with special educational needs	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
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	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			

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Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
5 Be able to support others to respond to the needs of disabled children and young people and those with special educational needs	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			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 24: Support Individuals to Meet Personal Care Needs

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Be able to work with individuals to identify their needs and preferences in relation to personal care	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			
2 Be able to provide support for personal care safely	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			
3 Be able to support individuals to use the toilet	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
4 Be able to support individuals to maintain personal hygiene	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			
5 Be able to support individuals to manage their personal appearance	5.1 Provide support to enable individual to manage their personal appearance in ways that respect dignity and promote active participation			
	5.2 Encourage the individual to keep their clothing and personal care items clean, safe and secure			
6 Be able to monitor and report on support for personal care	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			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 25: Support Learners with Cognition and Learning Needs

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand the special educational needs of learners with cognition and learning needs	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
2 Be able to support learners with cognition and learning needs during learning activities	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			

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Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to support learners with cognition and learning needs to develop learning strategies	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			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 26: Support Learners with Communication and Interaction Needs

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand the special educational needs of learners with communication and interaction needs	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			

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Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
2 Be able to support learners with communication and interaction needs to maximise learning	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved

3 Be able to support learners with communication and interaction needs to develop relationships with others	3.1 Provide opportunities for learners with communication and interaction needs to initiate, respond to and maintain relationships with others
	
	3.2 Demonstrate ways of supporting learners to:
	
	   a) contribute to conversations and discussions with others
	
	   b) respond constructively to other people's contributions to conversations and discussions
	
	3.3 Provide encouragement and support to enable others to respond positively to learners with communication and interaction needs
	
	3.4 Respond to learners' level of expressive and receptive language to reinforce spoken language and promote autonomy			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 27: Support Learners with Sensory and/or Physical Needs

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand the impact of physical, motor and/or sensory disability on children and young people	1.1 Explain the effect of a primary disability on children and young people's social, emotional and physical development			
	1.2 Explain the effect of: a) long-standing or progressive conditions b) chronic illness, pain and fatigue on 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			
2 Understand the special educational needs of learners with sensory and/or physical needs	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to support learners with sensory and/or physical needs to maximise learning	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			

Learning outcomes	Assessment criteria		Evidence location	Date	Achieved
4 Be able to implement structured learning programmes for children and young people with sensory and/or physical needs	4.1	Use knowledge of individual children and young people to contribute to planning structured learning programmes			
	4.2	Work with children, young people and others to plan delivery of structured learning programmes to:			
		a) minimise distractions			
		b) minimise disruptions to normal routines and schedules			
		c) take place at a time when children and young people are most receptive and will receive maximum benefit			
	4.3	Explain the importance of being responsive and flexible in implementing structured activities for learners with sensory and/or physical needs			
	4.4	Implement structured activities as agreed with children, young people and others to meet the needs of learners with sensory and/or physical needs			

Learner name: _____ Date: _____

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(*if sampled*)

Unit 28: Develop Interviewing Skills for Work With Children and Young People

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand the process of preparing for and planning the interviews	1.1 Identify why it is important to plan for the interview			
	1.2 Explain the components of the interview planning process			
2 Be able to conduct the interview with individual children or young people	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			
3 Be able to implement interview follow up procedures	3.1 Identify the interview follow up procedures			
	3.2 Implement interview follow up procedures			

Learner name: _____   Date: _____

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(*if sampled*)

Unit 29: Facilitate the Learning and Development of Children and Young People Through Mentoring

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand how to facilitate the learning and development needs of children and young people through mentoring	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			
2 Be able to support children and young people to address their individual learning and development needs	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			
3 Be able to promote the wellbeing, resilience and achievement of individual children and young people through mentoring	3.1 Explain the importance of promoting the wellbeing, resilience and achievement of children and young people through mentoring			
	3.2 Demonstrate mentoring strategies and activities with children or young people that support their well being and resilience			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
4 Be able to review the effectiveness of the mentoring process	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			

Learner name: _____   Date: _____

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(*if sampled*)

Unit 30: Improving the Attendance of Children and Young People in Statutory Education

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand the factors that impact on the attendance of children and young people in statutory education	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			
2 Understand the role of individuals and agencies in improving attendance of children and young people in statutory education	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			
3 Be able to use attendance data to inform strategies and plans to improve attendance of children and young people in statutory education	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
4 Be able to support work with children, young people and families to improve attendance according to role and responsibilities	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			

Learner name: _____   Date: _____

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(*if sampled*)

Unit 31: Provide Information and Advice to Children and Young People

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand the role of practitioners in providing information and advice to children and young people	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			
2 Be able to establish and address the information and advice needs of children and young people	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to provide children and young people with appropriate information and advice to enable them to make informed choices	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			

Learner name: _____ Date: _____

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(*if sampled*)

Unit 32: Promote the Wellbeing and Resilience of Children and Young People

Learning outcomes	Assessment criteria		Evidence location	Date	Achieved
1 Understand the importance of promoting positive well being and resilience of children and young people	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			
2 Understand how to support the development of children and young people's social and emotional identify and self esteem in line with their age and level of understanding	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to provide children and young people with a positive outlook on their lives	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			

Learning outcomes	Assessment criteria		Evidence location	Date	Achieved
4 Be able to respond to the health needs of children and young people	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 wellbeing			
	4.5	Record concerns about a child or young person's health or well being following recognised procedures			

Learner name: _____   Date: _____

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(*if sampled*)

Unit 33: Support Children and Young People During Transition in Their Lives

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
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 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 and 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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
2 Be able to recognise and respond to transitions in children and young people's lives	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to work with others to plan integrated support for children and young people going through transitions	3.1 Explain the support available for children and young people 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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
4 Be able to support children and young people to manage transitions in their lives	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			

Learner name: _____ Date: _____

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(*if sampled*)

Unit 34: Support Children and Young People to Achieve Their Education Potential

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential	1.1 Explain the principles and values that underpins work to support children and young people to achieve their educational potential			
	1.2 Explain current legislation and guidance relating to the provision of and access to educational opportunities for children and young people			
	1.3 Evaluate the factors that can contribute to low achievement by children and young people			
2 Be able to support children and young people to identify and articulate their learning needs, set goals and plan actions	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			
3 Be able to support children and young people to work towards their educational goals	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
4 Be able to review educational achievements with children and young people	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			

Learner name: _____ Date: _____

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(*if sampled*)

Unit 35: Support Children and Young People to Make Positive Changes in Their Lives

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand how to support children and young people to make positive changes in their lives	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			
2 Be able to support children and young people to make positive changes in their lives	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			
3 Be able to review support to children and young people to make positive changes in their lives	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			

Learner name: _____ Date: _____

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(*if sampled*)

Unit 36: Support Young People in Relation to Sexual Health and Risk of Pregnancy

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand the issues affecting young people in relation to sexual health and risk of pregnancy	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			
2 Understand how to support young people in relation to sexual health and risk of pregnancy	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			

Learner name: _____   Date: _____

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(*if sampled*)

Unit 37: Support Children and Young People To Develop, Implement and Review a Plan Of Action

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand the importance for young people of developing a personal action plan for their future development needs	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			
2 Be able to support young people to develop an action plan	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			
3 Be able to support young people to work towards implementation of their action plan	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
4 Be able to support young people to review and revise their action plan	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			
5 Be able to review own role in supporting the development and implementation of the young person's action plan	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.			

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(*if sampled*)

Unit 38: Support Young People Who Are Socially Excluded or Excluded From School

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand the issues affecting young people who are socially excluded or excluded from school	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			
2 Understand how to support young people who are socially excluded or excluded from school	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			

Learner name: _____   Date: _____

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(*if sampled*)

Unit 39: Assist in the Administration of Medication

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Know the current legislation, guidelines and policies relevant to the administration of medication	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			
2 Understand own role in assisting in the administration of medication	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Understand the requirements and procedures for assisting in the administration of medication	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 or 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			
4 Understand the requirements and procedures for ensuring patient safety	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
5 Be able to prepare for the administration of medication	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			

Learning outcomes	Assessment criteria		Evidence location	Date	Achieved
6 Be able to assist in the administration of medication	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			

Learning outcomes	Assessment criteria		Evidence location	Date	Achieved
7 Be able to contribute to the management of medications and administration records	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			

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(*if sampled*)

Unit 40: Invigilate Tests and Examinations

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand policy and procedures for the conduct of tests and examinations	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 learners 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 learner may need to be supervised between tests and examinations			
2 Be able to prepare for tests and examinations	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 learners involved			
	2.5 Identify and check any emergency communication system if available			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to prepare learners for tests and examinations	3.1 Explain the importance of having the examination room ready to admit learners at the scheduled time			
	3.2 Demonstrate the correct procedures for admitting learners into the room			
	3.3 Perform the necessary checks for: verifying the identity of the learners, ensuring that no inadmissible equipment or materials are brought into the examination room, confirming learners are seated according to the seating plan and ensuring that learners have the correct papers and materials			
	3.4 Explain the procedures for dealing with: learners who are not on the test or examination attendance list and learners who arrive late for a test or examination			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
4 Be able to implement invigilation requirements	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 learners at the start of tests and examinations			
	4.3 Demonstrate the correct procedures for completing an attendance register including specific requirements for learners who are: withdrawn from a test or examination, not on the register, late for a test or examination and absent from a test or examination			
	4.4 Apply the centre's procedures for dealing with: queries from learners, disruptive behaviour or irregular conduct and learners who want or need to leave the examination room during the test or examination			
5 Be able to end tests and examinations	5.1 Demonstrate the correct procedures for ending tests and examinations including: collecting papers, allowing learners to leave the examination room and completing test and examination records			
	5.2 Differentiate between ending tests and examinations when: all learners are due to finish their test or examination at the same time and some learners are still engaged in a test or examination			

Learner name: _____ Date: _____

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(*if sampled*)

Unit 41: Lead an Extra-curricular Activity

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand the aims and requirements of the extra-curricular activity	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			
2 Be able to prepare for leading an extra-curricular activity	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to prepare children and young people for an extra-curricular activity	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 and 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 and are motivated to take part without putting undue pressure on them			

Learning outcomes	Assessment criteria		Evidence location	Date	Achieved
4 Be able to lead an extra-curricular activity	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			
5 Be able to review and improve extra-curricular activities	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			

Learner name: _____   Date: _____

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(*if sampled*)

Unit 42: Maintain Learner Records

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand the organisational policy and procedures for maintaining learner records	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 and 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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
2 Be able to maintain learner records	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			
3 Be able to maintain the safety and security of learner records	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			
4 Be able to share information with those authorised to receive it	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			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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(*if sampled*)

Unit 43: Monitor and Maintain Curriculum Resources

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand the organisational policy and procedures for maintaining curriculum resources	1.1 Explain the organisational policy and procedures for maintaining curriculum resources 1.2 Explain where to get information and advice about: a) curriculum resources appropriate to the needs of learners in the setting b) use of curriculum resources c) suppliers d) maintenance of curriculum resources 1.3 Explain the importance of meeting agreed timescales and budget for the supply of curriculum resources			

Learning outcomes	Assessment criteria		Evidence location	Date	Achieved
2 Be able to establish requirements for curriculum resources	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to maintain supplies of curriculum resources	3.1 Evaluate a range of possible resources and suppliers to meet future requirements for curriculum resources			
	3.2 Identify the resources that provide best value in terms of suitability, cost and organisational requirements			
	3.3 Demonstrate ways to ensure that resources meet the specific requirements of users			
	3.4 Comply with organisational procedures for: a) obtaining authorisation to purchase resources b) ordering materials and equipment c) maintaining records of orders and deliveries			
	3.5 Track orders and deliveries of materials and equipment			
	3.6 Take appropriate action in response to any delivery problems			
4 Be able to monitor stocks of curriculum resources	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
5 Be able to maintain curriculum resources	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			
6 Be able to prepare and issue curriculum resources	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			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 44: Organise Travel for Children and Young People

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand the policy and procedures for organising children and young people's travel outside of the setting	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
2 Be able to make travel arrangements	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 and 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			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 45: Supervise Children and Young People on Journeys, Visits and Activities Outside of the Setting

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand the policy and procedures for supervising children and young people on journeys, visits and activities outside of the setting	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			
2 Be able to prepare for journeys, visits and activities outside of the setting	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to supervise children and young people on journeys outside of the setting	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
4 Be able to supervise children and young people during visits and activities outside of the setting	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 and 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			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 46: Work in Partnership With Parents to Engage Them With Their Children's Learning and Development in School

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand barriers to learning and strategies/techniques to address them and encourage children with their learning	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			
2 Be able to support parents to identify and overcome barriers to their children's learning	2.1 Identify barriers to learning which children and young people may experience			
	2.2 Use strategies to support parents in dealing with: a) economic and social factors which may impact on their children's engagement with learning b) family wellbeing and health issues			
	2.3 Work in partnership with parents to identify: a) reasons for absence from school b) ways of helping their children to attend school more regularly			
	2.4 Work in partnership with parents, agencies and others to address and overcome their children's barriers to learning			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to help parents in developing effective techniques to support and encourage children with their learning	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			
4 Be able to support parents and their children through transitions to ensure continual engagement with schools and learning	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.			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
5 Be able to facilitate positive relations and effective dialogue between parents and school staff	5.1 Support parents in understanding the education system			
	5.2 Support parents in understanding their own and their children's rights and responsibilities in the education system			
	5.3 Work with parents to extend their understanding of the ethos and expectations of their children's school			
	5.4 Work with parents to overcome personal anxieties about education and schools			
	5.5 Use strategies to facilitate positive relationships between parents and school staff			
	5.6 Work with school staff to extend their understanding of parents' and children and young people's:			
	a) personal and social contexts			
	b) rights and responsibilities with regards to compulsory education			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

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(*if sampled*)

Unit 47: Plan, Allocate and Monitor Work of a Team

Learning outcomes	Assessment criteria		Evidence location	Date	Achieved
1 Be able to plan work for a team	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.			
2 Be able to allocate work across a team.	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.			
3 Be able to manage team members to achieve team objectives	3.1	Support all team members in order to achieve team objectives.			
4 Be able to monitor and evaluate the performance of team members.	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.			
5 Be able to improve the performance of a team.	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.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 48: Provide Leadership and Direction for Own Area of Responsibility

Learning outcomes	Assessment criteria		Evidence location	Date	Achieved
1 Be able to lead in own area of responsibility.	1.1	Identify own strengths and ability to lead in a leadership role.			
	1.2	Evaluate strengths within own area of responsibility			
2 Be able to provide direction and set objectives in own area of responsibility.	2.1	Outline direction for own area of responsibility.			
	2.2	Implement objectives with colleagues that align with those of the organisation			
3 Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement.	3.1	Communicate the agreed direction to individuals within own area of responsibility.			
	3.2	Collect feedback to inform improvement			
4 Be able to assess own leadership performance.	4.1	Assess feedback on own leadership performance			
	4.2	Evaluate own leadership performance			

Learner name: _____   Date: _____

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Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 49: Set Objectives and Provide Support for Team Members

Learning outcomes	Assessment criteria		Evidence location	Date	Achieved
1 Be able to communicate a team's purpose and objectives to the team members.	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			
2 Be able to develop a plan with team members showing how team objectives will be met.	2.1	Discuss with team members how team objectives will be met.			
	2.2	Ensure team members to participate in the planning process and think creatively.			
	2.3	Develop plans to meet team objectives.			
	2.4	Set SMART personal work objectives with team members.			
3 Be able to support team members identifying opportunities and providing support.	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.			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
4 Be able to monitor and evaluate progress and recognise individual and team achievement.	4.1 Monitor and evaluate individual and team activities and progress. 4.2 Provide recognition when individual and team objectives have been achieved			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 50: Support Learning and Development Within Own Area of Responsibility

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Be able to identify the learning needs of colleagues in own area of responsibility.	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.			
2 Understand how to develop a learning environment in own area of responsibility.	2.1 Explain the benefits of continual learning and development.			
	2.2 Explain how learning opportunities can be provided for own area of responsibility.			
3 Be able to support colleagues in learning and its application.	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.			
4 Be able to evaluate learning outcomes and future learning and development of colleagues.	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.			

Learner name: _____   Date: _____

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Assessor signature: _____   Date: _____

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(*if sampled*)

Unit 51: Team working

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Plan collaborative work with others	1.1 Describe what makes groups or teams effective in the workplace			
	1.2 Agree realistic objectives for working together and identify what needs to be done to achieve them			
	1.3 Share relevant information to help agree roles and responsibilities			
	1.4 Agree suitable working arrangements with other team members			
2 Seek to develop co-operative ways of working and check progress towards agreed objectives	2.1 Organise and carry out tasks efficiently to meet his/her responsibilities			
	2.2 Seek effective ways to work co-operatively, including ways to resolve conflict			
	2.3 Share accurate information on progress and agree changes where necessary to achieve objectives			
3 Review work with others and agree ways of improving collaborative work in the future	3.1 Provide a detailed account of what went well and less well from his/her point of view			
	3.2 Identify factors influencing the outcome of working with others, including own role			
	3.3 Identify ways of improving own work with others			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 52: Work With Other Practitioners to Support Children and Young People

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand multi-agency and integrated working	1.1 Explain the importance of multi-agency working and integrated working for supporting children and young people			
	1.2 Identify the external agencies and professionals who contribute to supporting children and young people in the setting			
	1.3 Explain the roles and responsibilities of other professionals within and external to the setting that impact on own working practice			
	1.4 Explain own role in different group situations including multi-agency and integrated working			
	1.5 Explain the importance of respecting:			
	a) the contribution of other professionals to supporting children and young people			
	b) own and others' professional boundaries			
	c) the skills and expertise of other professionals			
	1.6 Explain the policy and procedures of the setting for making and maintaining contact with external agencies and professionals			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
2 Be able to maintain working relationships with other practitioners	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			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to work in partnership with other practitioners	3.1 Respond to other practitioners' requests for information and support in a manner that demonstrates a willingness to cooperate			
	3.2 Clearly explain to other practitioners any factors limiting your ability to cooperate			
	3.3 Use knowledge of the children and young people to contribute to the planning and implementation of joint actions			
	3.4 Carry out agreed commitments to undertake work in partnership with other practitioners			
	3.5 Seek and make use of opportunities to draw upon the skills and knowledge of other practitioners in support of own role			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Annexe C

Mapping to Level 3 Functional Skills

Level 3	Unit number																							
English — speaking and Listening	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations		3		3	3		3	3	3		3			3	3	3	3	3	3	3	3	3	3	3
English — reading																								
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	3		3	3	3	3	3			3	3				3		3	3				3	3	
English — writing																								
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	3		3		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3		

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Level 3	Unit number																								
English — speaking and Listening	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	3	3	3	3	3	3	3	3	3	3	3	3	3			3	3			3	3	3	3	3
English — reading																								
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	3	3	3				3		3	3	3	3	3	3	3			3						
English — writing																								
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	3	3	3		3	3	3	3	3	3	3	3	3	3	3		3			3	3	3		3

Level 3	Unit number			
English — speaking and Listening	**49**	**50**	**51**	**52**
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	3	3	3	3
English — reading				
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions		3		3
English — writing				
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively			3	3

Level 3	Unit number																							
Mathematics - representing	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Understand routine and non-routine problems in familiar and unfamiliar contexts and situations																								
Identify the situation or problems and identify the mathematical methods needed to solve them.																								
Choose from a range of mathematics to find solutions																								
Mathematics - analysing																								
Apply a range of mathematics to find solutions																								
Use appropriate checking procedures and evaluate their effectiveness at each stage																								
Mathematics — interpreting																								
Interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts and situations																								
Draw conclusions and provide mathematical justifications																								

Level 2	Unit number																							
Mathematics - representing	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
Understand routine and non-routine problems in familiar and unfamiliar contexts and situations																								
Identify the situation or problems and identify the mathematical methods needed to solve them.																								
Choose from a range of mathematics to find solutions																								
Mathematics - analysing																								
Apply a range of mathematics to find solutions																								
Use appropriate checking procedures and evaluate their effectiveness at each stage						3																		
Mathematics – interpreting																								
Interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts and situations																								
Draw conclusions and provide mathematical justifications																								

Level 2	Unit number			
Mathematics - representing	**49**	**50**	**51**	**52**
Understand routine and non-routine problems in familiar and unfamiliar contexts and situations				
Identify the situation or problems and identify the mathematical methods needed to solve them.				
Choose from a range of mathematics to find solutions				
Mathematics - analysing				
Apply a range of mathematics to find solutions				
Use appropriate checking procedures and evaluate their effectiveness at each stage				
Mathematics — interpreting				
Interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts and situations				
Draw conclusions and provide mathematical justifications				

Although these qualifications do not themselves develop learners' functional skills in mathematics it is important that those taking the Pearson Edexcel Level 3 Certificate in Supporting Teaching and Learning in Schools have sufficient numeracy skills to be able to support pupils in this area. *Unit 9: Support Learning Activities, Unit 13: Provide Literacy and Numeracy Support*, and *Unit 18: Support Numeracy Development* all require learners to show that they can support pupils in improving their numeracy skills. Unit 9 also requires learners to take steps to evaluate and improve their own skills in this area.

Level 3	Unit number																							
ICT – use ICT systems	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Plan solutions to complex tasks by analysing the necessary stages																								
select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts									3		3													
Manage information storage to enable efficient retrieval																								
ICT – find and select information																								
use appropriate search techniques to locate and select relevant information	3		3		3	3	3				3				3	3	3	3						
select information from a variety of sources to meet requirements of a complex task	3						3								3									

Level 3	Unit number																							
ICT – develop, present and communicate information	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Enter, develop and refine information using appropriate software to meet requirements of a complex task							3																	
use appropriate software to meet requirements of a complex task							3																	
Use communications software to meet requirements of a complex task																								
Combine and present information in ways that are fit for purpose and audience	3		3	3		3	3				3				3	3	3	3				3		
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information							3																	

Level 3	Unit number																							
ICT – use ICT systems	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
Plan solutions to complex tasks by analysing the necessary stages																								
select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts						3												3						
Manage information storage to enable efficient retrieval						3												3	3					
ICT – find and select information																								
use appropriate search techniques to locate and select relevant information	3	3	3			3	3		3		3	3		3	3			3	3					
select information from a variety of sources to meet requirements of a complex task							3		3		3	3			3									

Level 3	Unit number																							
ICT – develop, present and communicate information	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
Enter, develop and refine information using appropriate software to meet requirements of a complex task						3												3						
Use appropriate software to meet requirements of a complex task	3	3	3			3												3						
Use communications software to meet requirements of a complex task	3	3	3																					
Combine and present information in ways that are fit for purpose and audience									3															
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	3	3	3																3					

Level 3	Unit number			
ICT – use ICT systems	**49**	**50**	**51**	**52**
Plan solutions to complex tasks by analysing the necessary stages				
select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts				
Manage information storage to enable efficient retrieval				
ICT – find and select information				
use appropriate search techniques to locate and select relevant information	3			3
select information from a variety of sources to meet requirements of a complex task				3

Level 3	Unit number			
ICT − develop, present and communicate information	49	50	51	52
Enter, develop and refine information using appropriate software to meet requirements of a complex task				
use appropriate software to meet requirements of a complex task				
Use communications software to meet requirements of a complex task				
Combine and present information in ways that are fit for purpose and audience				3
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information				

Annexe D

Level 3 mapping to show where the same knowledge and content appears in different units

The following legislative framework and policy documents are referenced in the indicated unit guidance; please note that different sections of these documents may be relevant to different units.

And for the school policies:

The following school policies, procedures and documents are referenced in the indicated unit guidance; please note that individual schools may have different names for these policies and/or combine some of them into single policies. In some instances schools may not have a written policy or process corresponding to those listed here.

National Policies and Legislation	Unit number																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Care Standards Act (2000)								3																
Change for Children						3																		
Child Care Act (2006)														3										
Children and Young People's Partnerships						3																		
Children and Young People's Plans						3																		
Children's Acts	3	3		3		3		3			3												3	

National Policies and Legislation	Unit number																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Children's Strategy (Northern Ireland)						3																		
Common Assessment Framework										3	3												3	
Common Core of Skills and Knowledge for the Children's Workforce														3										
Control of Substances Hazardous to Health (COSHH) Regulations (1994)								3																3
Criminal Record Regulations											3												3	
Data Protection Act	3	3				3					3	3								3		3		
Disability Discrimination Acts					3	3																	3	3
Disability Equality Scheme					3																		3	
Early Years Foundation Stage								3		3				3									3	
Education (Special Education Needs Coordinator) Regulations 2008 (England)																							3	
Education Act (2002)						3					3			3										

National Policies and Legislation	Unit number																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Equality Act (2010)						3																		
Every Child a Reader														3			3							
Every Child a Writer														3										
Every Child Matters	3	3		3	3	3		3		3		3	3	3									3	
Every Disabled Child Matters																							3	
Extended services						3																	3	
Fire Precautions (Workplace) Regulations								3																
Food Handling Regulations								3																
For Scotland's Children						3																		
Freedom of Information Act	3	3																						
Health and Safety (First Aid) Regulations								3																
Health and Safety (Young Persons) Regulations								3				3												
Health and Safety at Work Act						3		3				3												3

National Policies and Legislation	Unit number																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Health and Safety of Pupils on Educational School Visits												3												
Human Rights legislation	3				3	3																		
Integrated working						3																		
Local Safeguarding Children Boards Regulations (2006)											3													
National Assessments for Literacy																	3							
National Assessments for Numeracy																		✓						
National Curriculum relevant to nation/setting						3	3		3	3		3	3	3	3	3	3	3	3	3			3	
National Literacy Strategy																	3							
National Numeracy Strategy																		3						
National Occupational Standards in Supporting Teaching and Learning			3																				3	
Nationally Accredited Qualifications															3									

National Policies and Legislation	Unit number																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Personal Protective Equipment at Work Regulations								3																
Race Relations (Amendment) Act (2000)					3																			
Reading Recovery																	3							
Removing Barriers to Achievement					3																		3	
Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (1995)								3																
Safeguarding children and Safer Recruitment in Education: Guidelines (2007)											3													
Safeguarding disabled children: practice guidance (2009)											3													
Safeguarding Vulnerable Groups Act (2006)						3																		
School Action/School Action Plus																						3	3	
School Standards & Framework Act (1998)											3													
SEN Code of Practice					3	3																	3	3	

National Policies and Legislation	Unit number																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Single Equality Scheme					3																			
Social and Emotional Aspects of Learning																						3		
Special Educational Needs and Disability Act (2002)					3	3																	3	
Statement of Special Educational Need																							3	3
United Nations Convention on the Rights of the Child					3	3					3													
University admissions processes															3									
Working Together to Safeguard Children: Guidelines (2010)						3					3													

National Policies and Legislation	Unit number																								
	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
Aiming High for Disabled Children									3		3													
Better Support For Families (2007)									3		3													
Children's Acts										3														
Common Assessment Framework						3			3		3			3										
Common Core of Skills and Knowledge for the Children's Workforce										3							3							
Control of Substances Hazardous to Health (COSHH) Regulations (1994)															3					3				
Criminal Record Regulations																	3		3					
Data Protection Act															3	3		3						
Disability Discrimination Acts															3									
Early Years Foundation Stage										3														
Education (Special Education Needs Coordinator) Regulations 2008 (England)			3																					

National Policies and Legislation	Unit number																							
	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
Education Act (2002)																						3		
Every Child Matters									3	3	3				3									
Extended services														3								3		
Freedom of Information Act																		3						
Health and Safety (Young Persons) Regulations																	3							
Health and Safety at Work Act															3		3							
Healthy Schools Framework															3									
Improving Behaviour and Attendance (2008)														3										
Including Me															3									
Integrated working		3							3													3		
Managing Medicines in Schools and Early Years Settings (2005)															3									
Medicines Act (1968)															3									
National Curriculum relevant to nation/setting		3	3						3										3					
National Service Framework on Medicines for Children															3									
National Strategy documents										3														
National Strategy for School Improvement										3														

National Policies and Legislation	Unit number																								
	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
Quality Standards for Young People's Information, Advice and Guidance							3																	
Regulations for the conduct of tests and examinations relevant to setting															3									
Safeguarding Vulnerable Groups Act (2006)																	3							
SEN Code of Practice													3											
Single Equality Scheme																								
Social and Emotional Aspects of Learning									3													3		
Software licensing																								
Special Educational Needs and Disability Act (2002)															3									
Statement of Special Educational Need			3																					
United Nations Convention on the Rights of the Child													3											

National Policies and Legislation	Unit Number			
	49	**50**	**51**	**52**
Common Assessment Framework				3
Common Core of Skills and Knowledge for the Children's Workforce				3
Every Child Matters				3
Integrated working				3
Local Safeguarding Children Boards Regulations (2006)				3
National Occupational Standards in Supporting Teaching and Learning			3	
Nationally Accredited Qualifications		3	3	

The following school policies, procedures and documents are referenced in the indicated unit guidance; please note that individual schools may have different names for these policies and/or combine some of them into single policies. In some instances schools may not have a written policy or process corresponding to those listed here.

School policies and procedures	Unit number																							
Relating to:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Access to storage areas									3															
Accessibility						3																	3	3
Admissions						3																		
Attendance						3																		
Behaviour (including codes of conduct, rewards and sanctions)	3		3	3	3	3			3		3	3		3								3		
Bullying (including cyber bullying)				3	3	3					3											3		
Contract of employment/job description			3						3															
Designated teachers						3																		
Disposal of waste, including sustainability																								3
English (or Welsh/Gaelige) as a second language		3	3			3			3			v		3			3			3	3			

School policies and procedures	Unit number																							
Relating to:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Equality and diversity		3	3		3	3			3			3		3			3			3	3			
e-safety	3	3									3													
Exclusion						3																		
Fire alert								3																
First aid and medical emergencies								3																
Food policy						3																		
Gifted and talented					3		3		3			3				3								
Health and safety					3	3		3	3		3	3												3
Homework						3																		
HR policies						3																		
Inclusion					3	3	3							3						3	3		3	
Individual Care Plan																								3
Infection control																								3
Information sharing and confidentiality	3	3									3	3								3				3

School policies and procedures	Unit number																							
Relating to:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Literacy													3											
Medicines						3		3																3
Meeting pupil's intimate care needs											3													3
Mission and values		3				3																3		
Numeracy													✓											
Performance management/review			3			3																		
Personal hygiene									3															3
Professional development			3						3					3					3					
Recording pupil progress									3	3		3	3			3	3	3	3	3	3		3	
Recruitment and selection						3								3										
Reporting and recording	3	3		3				3	3	3	3	3								3		3	3	3
Restorative justice				3																		3		
Risk assessment			3	3		3		3			3													
Safeguarding	3	3	3	3		3		3			3	3												

School policies and procedures	Unit number																							
Relating to:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
School visits/travel											3													
Security incidents								3																
Sex education						3																		
Special educational needs		3	3		3		3		3			3	3	3			3	3	3			3	3	
Untoward incident reporting								3														3		
Use of ICT in teaching and learning																	3	3			3		3	
Use of restraint				3																				
Vetting and barring						3																		
Whistle blowing	3										3													

School policies and procedures	Unit number																							
Relating to:	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
Attendance						3																		
Behaviour (including codes of conduct, rewards and sanctions)			3						3							3	3					3		
Disposal of waste, including sustainability																			3	3	3			
English (or Welsh/Gaelige) as a second language																		3						
Equality and diversity			3							3								3				3		
Exclusion														3										
Extra-curricular activities																	3							
Fire alert																3	3			3	3			
First aid and medical emergencies															3	3	3			3	3			
Gifted and talented																	3							
Health and safety															3	3	3		3	3	3			
Home-school agreement					3																			
Homework																							3	
HR policies																							3	
Inclusion			3																					

School policies and procedures	Unit number																							
Relating to:	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
Individual Care Plan															3			3						
Individual Education Plan		3	3							3														
Infection control															3									
Information sharing and confidentiality				3		3	3	3	3		3	3	3		3			3		3	3	3		3
Literacy																								
Medicines															3					3	3			
Mission and values																								3
Ordering stock															3				3					
Parental contract						3																		
Pastoral support plan						3																		
Performance management/review																							3	3
Personal hygiene															3									
Professional development																							3	3
Recording pupil progress			3																					
Record keeping and storage						3												3	3					
Reporting and recording			3	3		3	3	3	3		3	3	3	3	3		3	3				3		

School policies and procedures	Unit number																							
Relating to:	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48
Reporting stock shortages/damages															3				3					
Risk assessment								3									3		3	3	3			
Safeguarding			3				3	3			3		3	3		3	3		3	3	3			
School Improvement Plan																								3
School visits/travel																3			3	3				
Security incidents															3				3	3				
Sex education											3													
Special educational needs	3	3	3												3	3	3		3	3	3			
Storage and security of ICT resources																	3	3						
Tests and examinations															3									
Uniform/dress code																						3		
Untoward incident reporting																3								
Use of ICT in teaching and learning	3		3																					

School policies and procedures	Unit Number			
Relating to:	49	50	51	52
Health and safety				3
Information sharing and confidentiality	3	3	3	3
Mission and values	3	3	3	
Performance management/review	3	3	3	
Professional development	3	3	3	
Reporting and recording				3
Safeguarding				3
School Improvement Plan	3	3	3	

Annexe E

Training and Development Agency for Schools Assessment Principles

1 Introduction

1.1 The Training and Development Agency for Schools (TDA) is the sector body for the school workforce in England. The TDA's vision for qualifications for school support staff was set out in its Sector Qualification Strategy for school support staff which was published in January 2009 after widespread consultation with the sector.

1.2 These Assessment Principles set out the approaches to unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework issued by Ofqual. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.

1.3 These principles are derived from those developed by Skills for Care and Development (SfCD). A large number of units covered by the SfCD assessment principles are included in qualifications for the children's workforce in schools to support integrated ways of working and workforce mobility. Consistency of approach in assessment across units developed by different sectors will support awarding organisations to develop clear and fit for purpose assessment methodologies.

1.4 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the arrangements.

1.5 These principles apply to those units developed by the TDA. Units included in qualifications for school based staff that have been developed by other Sector Skills Councils or Sector Bodies will need to be assessed in accordance with any assessment principles and requirements set by those organisations.

2 Assessment Principles

2.1 Assessment decisions for criteria that must be assessed in the workplace, as identified in unit assessment requirements, must be made in a real work environment by an occupationally competent assessor.

2.2 Assessment decisions for criteria that must be assessed in the workplace (competence based assessment criteria) must be made by an assessor with the expertise to make assessment decisions.

2.3 Competence-based assessment must include direct observation as the main source of evidence.

2.4 Simulation may only be utilised as an assessment method for competence based assessment criteria where this is specified in the assessment requirements of the unit.

2.5   Expert witnesses can be used for direct observation where:

- they have occupational expertise for specialist areas, or
- the observation is of a particularly sensitive nature.

The use of expert witnesses should be determined and agreed by the assessor.

2.6   Assessment of criteria not identified in the unit assessment requirements as requiring assessment in the workplace may take place in or outside of a real work environment.

2.7   Assessment decisions for knowledge-based assessment criteria must be made by an occupationally knowledgeable assessor.

2.8   Assessment decisions for knowledge based assessment criteria must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3   Internal Quality Assurance

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

4   Definitions

4.1   Occupationally competent:
This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.2   Occupationally knowledgeable:
This means that each assessor should have relevant knowledge and understanding, and be able to assess this in units:

- designed to test specific knowledge and understanding, or
- where knowledge and understanding are components of competency.

This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3   Qualified to make assessment decisions: Awarding Organisations must ensure that those making assessment decisions have the necessary expertise to do so, which may include having, or be working towards, appropriate qualifications.

4.4   Qualified to make quality assurance decisions: Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:

An expert witness must:

- have a working knowledge of the units for which they are providing witness testimony

- be occupationally competent in their area of expertise

have EITHER any qualification that includes assessment of workplace performance AND/OR a professional work role which involves evaluating the everyday practice of staff.