



L3

Pearson BTEC  
Level 3 Technical Occupational Entry for  
**Teaching Assistant (Diploma)**

# Specification

*First teaching from August 2025  
First certification from 2026*

Issue 2

Qualification Number: 610/3931/7



# Pearson BTEC Level 3 Technical Occupational Entry for Teaching Assistant (Diploma)

## Specification

BTEC Technical Occupational Entry qualification

First registration August 2025

Issue 2

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This specification is Issue 2. Key changes are summarised on the next page. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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## Welcome

With a track record built over 30 years of student success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace either directly or via study at higher levels. Recent data has shown that 1 in 5 adults of working age in the UK has a BTEC qualification.

## Why choose BTEC Level 3 Technical Qualifications?

BTEC Technical Qualifications enable students to develop a purposeful and coherent combination of knowledge, skills and behaviours to confidently enter or progress into employment in occupations that are recognised and demanded by employers.

The qualification, which is based on the occupational standards published by the Institute for Apprenticeships and Technical Education (IfATE), embody a fundamentally student-centred approach to the curriculum, with a flexible, unit-based structure and an approach to learning and assessment that:

- provides students with meaningful and occupationally relevant learning experiences
- engages and motivates students to achieve as assessments can be focused on individual student needs and can be achieved as they progress through the qualifications
- promotes self-directed learning through the clarity and transparency of the standards to be achieved
- makes the qualifications accessible to a wider range of students, including part-time and adult students.

In developing these qualifications, we have collaborated with employers to ensure that the qualifications meet the current and emerging needs of industry. We have also worked with colleges and training providers to ensure that the qualifications meet their needs and those of their students.

We are providing a range of support to ensure that students and their teachers have the best possible experience during their course. Further information is provided on the qualification pages of our website.

## A word to students

This qualification will require commitment and hard work. You will have to complete the learning for the required range of units, be organised and complete your assessments, which may include practical work-based activities, projects and vocational assignments. But you can feel proud to achieve a BTEC Level 3 Technical Occupational Entry Qualification as you can be confident in your readiness to advance your career in your chosen occupation.

Good luck, and we hope you enjoy your course.

## Summary of changes to Pearson BTEC Level 3 Technical Occupational Entry for Teaching Assistant (Diploma) specification Issue 1

| <b>Summary of changes made between previous issue and this issue</b>             | <b>Page number</b> |
|--|--------------------|
| 'Annexe A – Assessment Principles' signposted.                                   | 7                  |
| Information about AABs and the Placement Experience Assessment Workbook updated. | 9                  |
| 'Annexe A – Assessment Principles' signposted.                                   | 10                 |
| Assessment criteria references corrected.  | 24                 |
| Incorrect information about AABs removed.  | 31                 |
| Reference to 'settling in' changed to transition.                                | 104                |
| 'Annexe A – Assessment Principles' added.  | 130                |

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](https://qualifications.pearson.com/en/support/contact-us.html).

# Contents

|          |  |           |
|----------|--|-----------|
| <b>1</b> | <b>Introducing the qualification</b>   | <b>1</b>  |
|          | What are Level 3 Technical Qualifications?   | 1         |
|          | Qualification purpose  | 1         |
|          | Employer engagement and validation   | 2         |
|          | Progression opportunities  | 2         |
|          | Relationship with previous qualifications  | 2         |
| <b>2</b> | <b>Qualification summary and key information</b>                                   | <b>3</b>  |
| <b>3</b> | <b>Qualification structure</b>   | <b>4</b>  |
|          | Pearson BTEC Level 3 Technical Occupational Entry for Teaching Assistant (Diploma) | 4         |
| <b>4</b> | <b>Delivery</b>  | <b>6</b>  |
|          | Occupational entry level competence  | 6         |
|          | Work-placement requirements  | 6         |
|          | Workplace mentor   | 6         |
| <b>5</b> | <b>Assessment requirements</b>   | <b>7</b>  |
|          | Assessment principles  | 7         |
|          | Language of assessment   | 7         |
|          | Internal assessment  | 7         |
|          | Levels of control in internal assessment   | 8         |
|          | Task setting   | 8         |
|          | Task taking  | 8         |
|          | Task marking   | 9         |
|          | Authorised Assignment Briefs   | 9         |
|          | Placement Experience Assessment Workbook   | 9         |
| <b>6</b> | <b>Centre recognition and approval</b>   | <b>10</b> |
|          | Approvals agreement  | 10        |
|          | Centre resource requirements   | 10        |

|           |   |            |
|-----------|---|------------|
| <b>7</b>  | <b>Access to qualifications</b>   | <b>11</b>  |
|           | Access to qualifications for students with disabilities or specific needs                                     | 11         |
|           | Reasonable adjustments and special consideration  | 11         |
| <b>8</b>  | <b>Recognising prior learning and achievement</b>   | <b>12</b>  |
| <b>9</b>  | <b>Quality assurance of centres</b>   | <b>13</b>  |
| <b>10</b> | <b>Units</b>  | <b>14</b>  |
|           | Unit 1: Promote Diversity, Inclusion, Equality and Acceptance for Children and Young People                   | 15         |
|           | Unit 2: Implement Safeguarding Policies and Safe Practice when Working with Children and Young People         | 22         |
|           | Unit 3: Work in Partnership with Other Professionals to Support Children and Young People                     | 34         |
|           | Unit 4: Reflect on Own Practice and Identify Professional Development Opportunities                           | 44         |
|           | Unit 5: Support Children and Young People to Achieve their Learning Goals                                     | 51         |
|           | Unit 6: Promote Learning and Independence in Children and Young People  | 58         |
|           | Unit 7: Promote Positive Behaviour with Children and Young People   | 65         |
|           | Unit 8: Support the Social, Emotional, Mental Health and Wellbeing of Children and Young People               | 76         |
|           | Unit 9: Deliver Individual and Small Group Teaching with the Teacher and other Professionals                  | 86         |
|           | Unit 10: Support Assessment and Planning of Outcomes for Children and Young People                            | 95         |
|           | Unit 11: Support the Development of a Stimulating and Safe Learning Environment for Children and Young People | 103        |
|           | Unit 12: Support Enrichment Activities for Children and Young People  | 114        |
| <b>11</b> | <b>Appeals</b>  | <b>125</b> |
| <b>12</b> | <b>Malpractice</b>  | <b>126</b> |
|           | Dealing with malpractice in assessment  | 126        |
|           | Student malpractice   | 126        |
|           | Teacher/centre malpractice  | 127        |
|           | Sanctions and appeals   | 127        |
| <b>13</b> | <b>Further information and publications</b>   | <b>128</b> |
|           | Publisher information   | 128        |

|  |            |
|--|------------|
| <b>14 Glossary</b>                                       | <b>129</b> |
| General terminology used in specification                | 129        |
| <b>Annexe A – Assessment Principles</b>                  | <b>130</b> |
| Teaching Assessment Qualifications Assessment Principles | 130        |
| Appendix 1   | 132        |



# 1 Introducing the qualification

## What are Level 3 Technical Qualifications?

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Level 3 Technical Occupational Entry qualifications are qualifications that are at Level 3 on the Regulated Qualifications Framework (RQF) and are designed to deliver the skills needed to enter or progress in the workplace. They can be delivered through a combination of classroom- and work-based learning and assessment.

These qualifications are based on occupational standards designed by employers and published by the Institute for Apprenticeships and Technical Education (IfATE), who also approve the qualifications. IfATE has specified different categories under which Level 3 Technical Qualifications can be approved based on their scope and purpose. Detailed information about these categories can be found on IfATE's website.

## Qualification purpose

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The Pearson BTEC Level 3 Technical Occupational Entry for Teaching Assistant (Diploma) enables students to develop a purposeful combination of knowledge, skills and behaviours to enter employment as teaching assistant and allows them to achieve occupational competence.

The qualification, which is mapped to the Teaching Assistant occupational standard, is designed to meet the needs of adult students (19+) and provides a clear line of sight to employment in an occupation that is recognised and demanded by employers.

The qualification aims to:

- develop students' ability and confidence to apply the knowledge, skills and behaviours in carrying out the relevant occupational duties and functions to meet entry level competence
- develop transferable skills and professional behaviours related to promoting equality, diversity, acceptance and inclusion, implementing safeguarding, working in partnership, reflecting on own practice, promoting engagement, establishing positive relationships with students, contributing to assessment, supporting or leading enrichment activities
- develop knowledge and understanding related to providing effective support for teaching and learning in educational settings
- provide opportunities for students to achieve a nationally recognised qualification to support them in taking the next step in their career journey

- provide employers with reliable evidence of students' attainment against the Teaching Assistant occupational standard and their readiness to enter employment in the related occupation.

The qualification can be taken on a part-time or full-time basis to meet the needs of adult students. Students are required to undertake a 300-hour work placement.

## Employer engagement and validation

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In developing the Pearson BTEC Level 3 Technical Occupational Entry for Teaching Assistant (Diploma), we have worked closely with a dedicated panel of 10 employers from a range of different types of organisations, who have:

- validated the demand for the qualification and confirmed that it is occupationally relevant and meets the current and emerging needs of industry
- confirmed that students will have an appropriate combination of knowledge, skills and behaviours relevant to the occupational standard that attests to their readiness to enter into employment in the related occupation.

## Progression opportunities

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Students who achieve the Pearson BTEC Level 3 Technical Occupational Entry for Teaching Assistant (Diploma) can progress into employment in a teaching assistant (TA) role to support the class teacher to enhance students' progress and development, either in groups or individually.

## Relationship with previous qualifications

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This qualification is a direct replacement for Pearson Edexcel Level 3 Award (501/1027/5), Certificate (501/1028/7) and Diploma (501/1208/9) in Supporting Teaching and Learning in Schools, which has expired.

## 2 Qualification summary and key information

| Qualification title            | Pearson BTEC Level 3 Technical Occupational Entry for Teaching Assistant (Diploma)   |
|--------------------------------|--|
| Qualification Number (QN)      | 610/3931/7   |
| Regulation start date          | 14/03/2024   |
| Operational start date         | 01/08/2025   |
| Approved age ranges            | 19+  |
| Total Qualification Time (TQT) | 388 hours  |
| Guided learning hours (GLH)    | 251 hours  |
| Credit value                   | 42   |
| Assessment                     | Internal assessment.   |
| Grading information            | The units in this qualification are graded Pass/Fail.<br>The qualification is graded Pass/Fail. To achieve a Pass, students must achieve a Pass in all 12 units.                             |
| Delivery requirements          | Students are required to undertake a 300-hour work placement.  |
| Entry requirements             | No prior knowledge, understanding, skills or qualifications are required before students register for this qualification.  |
| Funding                        | This qualification is eligible for 19+ funding as a Technical Occupational Entry qualification. Information about funding can be found on the <a href="#">Find a learning aim database</a> . |

### 3 Qualification structure

#### Pearson BTEC Level 3 Technical Occupational Entry for Teaching Assistant (Diploma)

The requirements outlined in the table below must be met for Pearson to award the qualification.

|   |    |
|---|----|
| Minimum number of units that must be achieved | 12 |
|---|----|

| Unit number | Mandatory units   | Level | Credit | Guided learning hours |
|-------------|---|-------|--------|-----------------------|
| 1           | Promote Diversity, Inclusion, Equality and Acceptance for Children and Young People           | 3     | 2      | 10                    |
| 2           | Implement Safeguarding Policies and Safe Practice when Working with Children and Young People | 3     | 3      | 25                    |
| 3           | Work in Partnership with Other Professionals to Support Children and Young People             | 3     | 3      | 15                    |
| 4           | Reflect on Own Practice and Identify Professional Development Opportunities                   | 3     | 3      | 10                    |
| 5           | Support Children and Young People to Achieve their Learning Goals                             | 3     | 4      | 30                    |
| 6           | Promote Learning and Independence in Children and Young People                                | 3     | 4      | 30                    |
| 7           | Promote Positive Behaviour with Children and Young People                                     | 3     | 3      | 15                    |
| 8           | Support the Social, Emotional, Mental Health and Wellbeing of Children and Young People       | 3     | 4      | 25                    |

| <b>Unit number</b> | <b>Mandatory units</b>   | <b>Level</b> | <b>Credit</b> | <b>Guided learning hours</b> |
|--------------------|--|--------------|---------------|------------------------------|
| 9                  | Deliver Individual and Small Group Teaching with the Teacher and other Professionals                 | 3            | 4             | 21                           |
| 10                 | Support Assessment and Planning of Outcomes for Children and Young People                            | 3            | 4             | 20                           |
| 11                 | Support the Development of a Stimulating and Safe Learning Environment for Children and Young People | 3            | 4             | 30                           |
| 12                 | Support Enrichment Activities for Children and Young People  | 3            | 4             | 20                           |

# 4 Delivery

## Occupational entry level competence

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This qualification is designed to be delivered in post 16 learning contexts. Delivery should focus on student's ability to use knowledge, skills and appropriate behaviours in the workplace. Links with the workplace should be encouraged throughout.

## Work-placement requirements

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The aim of the work placement is to give students opportunities to gain skills, apply their knowledge and to produce the required evidence to meet the assessment requirements of Units that support learners to develop practical skills.

To meet the requirements of the qualification, students must undertake a supervised work placement of a minimum of 300 hours in schools with children following the national curriculum at or above Key Stage 1.

To ensure that students can meet all the assessment requirements, they might need to attend more than one setting.

Students can complete the *Placement Experience Assessment Workbook* (available on our website), which will serve as a record of work-placement attendance and completion, and as a portfolio of assessment evidence. If other sources of evidence are used, they must mirror the requirements set out in the workbook.

## Workplace mentor

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We strongly encourage employers to support students with a workplace mentor who can support their introduction to the workplace and their understanding of work practice. The workplace mentor should not have a formal assessment role but should be available to support the student informally, supporting understanding of workplace best practice.

# 5 Assessment requirements

The table below gives a summary of the assessment methods used in the qualification.

| Units     | Assessment method                                 |
|-----------|---|
| All units | Internal assessment (centre-devised assessments). |

## Assessment principles

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The assessment principles document for this qualification has been included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the qualification to ensure that it remains valid and reliable. They have been developed by awarding organisations offering the Teaching Assistant qualifications.

## Language of assessment

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Students must use English only during the assessment of this qualification. A student taking the qualification(s) may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment. Further information on the use of language in qualifications is available in our *Use of languages in qualifications* policy, available on our website, [qualifications.pearson.com](https://www.pearson.com/qualifications).

## Internal assessment

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Internally assessed units are subject to standards verification. This means that centres set and mark the final summative assessment for each unit, drawing on mandatory evidence requirements and support that Pearson provides.

To pass each internally assessed unit, students must:

- achieve all the specified learning outcomes
- satisfy all the assessment criteria by providing sufficient and valid evidence for each criterion
- complete the reflective journal in relation to work placement or real work environment activities
- meet any prescribed evidence requirements for a unit i.e., units may mandate practical demonstration of skills in a workplace or simulated environment
- prove that the evidence is their own.

Centres must ensure:

- assessment is carried out by tutors with relevant expertise in both the occupational area and assessment. For the occupational area, this can be evidenced by a relevant qualification or current (within three years) occupational experience that is at an equivalent level or higher than this qualification. Assessment expertise can be evidenced by qualification in teaching or assessing and/or internal quality assurance or current (within three years) experience of assessing or internal verification
- internal verification systems are in place to ensure the quality and authenticity of students' work, as well as the accuracy and consistency of a range of assessment. These must include processes for detecting and reporting student malpractice such as plagiarism (including AI misuse), copying and collusion.

Students who do not successfully pass an assessment are allowed to resubmit evidence for the assessment.

## Levels of control in internal assessment

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### Task setting

Centres are able to design tasks that address the assessment criteria within a unit. Restrictions on task setting such as mandatory forms of evidence requirement, or restrictions surrounding the context of assessment will be stated within the qualification unit and any accompanying Authorised Assignment Brief(s). Although task setting is characterised as low control, Pearson applies quality assurance methodology to ensure that centre systems are in place to develop and assure high quality assessments for students. The Authorised Assignment Brief serves as a model for the expected presentation of a unit assessment. Centres are strongly advised to use the provided *Placement Experience Assessment Workbook* or to duplicate its requirements in digital e portfolio software or equivalents. Further guidance and references are provided in *Section 9 Quality assurance of centres*.

### Task taking

Centres must be able to authenticate the student response to the assessment. Supervision may not always be appropriate, if for example a student is gathering evidence for an assessment that is then prepared in a classroom environment. However, centres must be assured that students produce their own response to assessment criteria. This may require supervision of students in writing up outcomes to ensure they do not use text generative AI software.

## Task marking

Centre assessors and tutors will mark the student assessment response, using Pearson BTEC assessment/grading criteria and the guidance we provide in the specification and surrounding process, and training we provide supporting our quality assurance process. Pearson will quality assure the processes that centres use to ensure the standard of marking outcome. We operate a risk-based quality assurance process ensuring that new centres, centres with large cohorts and centres with other risk factors get the support they need to ensure students achieve the outcome they have worked for.

## Authorised Assignment Briefs

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Knowledge-based assessment criteria will have Authorised Assignment Briefs (AABs). The AABs that are provided for these criteria are a recommended assessment approach and sets out suitable sources of evidence for the learning outcomes. They also give information about the standard and quality of evidence expected for learners to achieve the learning outcome and pass each assignment. It is important that the information is used carefully alongside the assessment criteria. Centres are free to amend the AAB or create their own assignment if they are confident it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes. The AABs for this qualification are compiled in the Knowledge AAB Workbook, available on our website.

## Placement Experience Assessment Workbook

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Assessment criteria that assess competency have a requirement to be assessed in the workplace. These criteria will have a Placement Experience Assessment Workbook that Pearson will provide. Centres may use the Placement Experience Assessment Workbook to collate workplace evidence to meet competency assessment criteria.

A copy of each of these documents can be downloaded from the qualification page on our website.

# 6 Centre recognition and approval

Centres must have approval prior to delivering or assessing any of the units in this qualification.

Centres that have not previously offered BTEC Technical qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

## Approvals agreement

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All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

## Centre resource requirements

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As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification:

- appropriate physical resources (for example, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification
- suitable staff for delivering and assessing the qualification (see *Section 5 Assessment requirements*)
- systems to ensure continuing professional development (CPD) for staff delivering and assessing the qualification
- health and safety policies that relate to the use of equipment by students
- internal verification systems and procedures (see *Section 5 Assessment requirements*)
- any unit-specific resources stated in individual units
- any specific human and physical resource requirements outlined in the assessment principles in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment principles for the sector.

# 7 Access to qualifications

## Access to qualifications for students with disabilities or specific needs

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Equality and fairness are central to our work. Our *Equality, diversity and inclusion policy* requires all students to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are taking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve from their qualification and that this achievement can be compared fairly to the achievement of their peers.

For students with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification.

Centres must deliver the qualification in accordance with current equality legislation. For full details of the Equality Act 2010, please visit [www.legislation.gov.uk](http://www.legislation.gov.uk).

## Reasonable adjustments and special consideration

---

Centres are permitted to make adjustments to assessment to take account of the needs of individual students. Any reasonable adjustment must reflect the normal learning or working practice of a student in a centre or a student working in the occupational area.

Centres cannot apply their own special consideration – applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

Centres must follow the guidance in the Pearson document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

## 8 Recognising prior learning and achievement

Recognition of Prior Learning (RPL) considers whether a student 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 students' previous achievements and experiences in and outside the workplace, 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. If 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.

Further guidance is available in our policy document *Recognition of prior learning policy and process*, available on our website.

## 9 Quality assurance of centres

For the qualification in this specification, the Pearson quality assurance model will consist of the following processes.

Centres will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits/remote sampling will reflect the level of risk associated with a programme, taking account of the:

- number of assessment sites
- number and throughput of students
- number and turnover of assessors
- number and turnover of internal verifiers
- amount of previous experience of delivery.

Following registration, centres will be given further quality assurance and sampling guidance.

For further details, please see the work-based learning quality assurance handbooks, available in the support section of our website:

- *Pearson Work-based Learning Centre Guide to Quality Assurance*
- *Pearson Work-based Learning Delivery Guidance & Quality Assurance Requirements.*
- Support is also available on our work based learning quality assurance webpages [Quality Assurance – Work-based Learning \(WBL\) | Pearson qualifications](#)

# 10 Units

This section of the specification contains the units that form the assessment for the qualification.

It is compulsory for students to meet the learning outcomes and the assessment criteria to achieve a Pass. Content is compulsory unless it is provided as an example and is therefore marked 'e.g.'. All compulsory content must be delivered, but assessments may not cover all content.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

## **Content warning**

The content in some of the units will deal with sensitive, potentially triggering themes. Please ensure students know how to access support.

# Unit 1: Promote Diversity, Inclusion, Equality and Acceptance for Children and Young People

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

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## 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 of 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 students the essential knowledge, understanding and skills required for working in schools.

Students 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.

## Learning outcomes and assessment criteria

To pass this unit, students need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| 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<br>1.2 Explain the importance of promoting the rights of all children and young people to participation and equality of access<br>1.3 Explain the importance and benefits of valuing and promoting cultural diversity in work with children and young people<br>1.4 Interact with children and young people in a way that values diversity and respects cultural, religious and ethnic differences<br>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<br>2.2 Analyse the impact of prejudice and discrimination on children and young people<br>2.3 Evaluate how own attitudes, values and behaviour could impact on work with children and young people<br>2.4 Explain how to promote anti-discriminatory practice in work with children and young people<br>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<br>3.2 Identify barriers to children and young people's participation<br>3.3 Demonstrate ways of supporting inclusion and inclusive practices in own work with children and young people  |

## Unit content

### What needs to be learned

#### Learning outcome 1: Be able to promote equality and diversity in work with children and young people

##### 1A Legislation and codes of practice

- Relevant to home country.
- Range, e.g. current national and international legislation on children and young people's rights, human rights legislation, disability discrimination legislation, special educational needs (SEN) and disability legislation, race relations legislation.
- Guidance, e.g. government strategy for SEN, race equality promotion, diversity and antidiscrimination practice.
- School policies, e.g. cultural diversity, equality, inclusive practice, safeguarding/bullying, gifted and talented children and young people, special educational needs.

##### 1B Participation and equality of access

- Promoting, e.g. human rights, moral rights, legal rights, fairness, sense of belonging and self-esteem, feeling valued, motivation, encouraging independent learning, raising achievement, equal opportunities, social opportunities.

##### 1C Cultural diversity

- Role, e.g. ensuring children and young people are valued and included, enabling effective relationships to be established, supporting all children and young people to understand cultures which are different from their own, encouraging respect and acceptance, increasing global awareness.
- How to value and promote cultural diversity, e.g. using images which reflect a range of cultures, celebrations of festivals.

##### 1D Interaction which values diversity

- Values, e.g. recognising the uniqueness of all, honesty, respect, dependability, integrity, confidentiality.
- Interaction skills, e.g. active listening, eye contact, facial expression.

##### 1E Applying the principles of equality, diversity and anti-discriminatory practice

- Following policies of school, e.g. behaviour, disability and gender equality.
- Helping children and young people to be included in all aspects of school life, e.g. adapting and modifying learning materials, using additional resources/specific equipment, giving children and young people time to complete tasks.

## What needs to be learned

- Working with children and young people on intervention programmes.
- Undertaking training, e.g. Makaton, Braille machine, avoiding tokenism.

### Learning outcome 2: Understand the impact of prejudice and discrimination on children and young people

#### 2A Prejudice and discrimination

- Discrimination, e.g. individuals, institutional, direct, indirect.
- Protected characteristics – not discriminating against anyone because of age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex.
- Impact, e.g. negative effect on self-worth/self-esteem, mental health, effect on social relationships.

#### 2B Effect of own attitudes and behaviour

- Self-awareness, e.g. affects relationships, impacts on learning, negative effect on promoting students to respect and accept others.

#### 2C Promoting anti-discriminatory practice

- Policies and procedures of school, e.g. celebrating and valuing diversity, encouraging children and young people's participation in the curriculum and social life of the school, including all children and young people in the main activities of the class, challenging discrimination.

#### 2D Challenging discrimination

- Must always be challenged.
- Direct discrimination, e.g. name calling, excluding from activities.
- Explaining the importance of treating everyone with respect.
- Modelling appropriate behaviour.

### Learning outcome 3: Be able to support inclusion and inclusive practices in work with children and young people

#### 3A Inclusion

- Ways, e.g. providing all children and young people with equal access to education, recreational activities and participation in school life, barriers are recognised (and strategies used to minimise them), children and young people are not segregated, learning is personalised.

## What needs to be learned

### **3B Barriers to participation**

- Physical barriers, e.g. access, equipment, resources.
- Attitudes, e.g. staff, students, parents.
- Organisational, e.g. school policies, lack of training.

### **3C Inclusive practice**

- Techniques, e.g. school policy, self-awareness of own beliefs and prejudices, showing respect through communication, respecting individual differences, seeking and respecting views of children and young people, supporting children and young people with additional needs, challenging discriminatory behaviour.

## Essential information for teachers and assessors

### Essential resources

Students 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.

Students 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.

### Assessment

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

It is expected that this unit will be assessed in a real working environment, where evidence is naturally occurring and collected over a period of time. Direct assessor observation would be a suitable assessment method.

This unit is internally assessed. To pass this unit, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context, it should draw on learning from the unit and be designed in a way that enables students to meet all the assessment criteria. Centres are responsible for deciding on the assessment activities that will enable students to produce valid, sufficient, authentic and appropriate evidence.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that students meet all learning outcomes and assessment criteria over a period of time. It should be clear in the *Placement Experience Assessment Workbook* where each learning outcome and assessment criterion has been covered and achieved.

Students should use the *Placement Experience Assessment Workbook* provided to document their evidence for this unit, using evidence gathered during their placement. A recommended assessment approach is given below. Centres are free to create their own assessment as long as they are confident it enables students to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

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 students 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.

**For learning outcome 1**, students must correctly identify current legislation and codes of practice for promoting equality and valuing diversity. The legislation and codes of practice should be relevant to the student's home country and setting, and the student should be able to identify the role of the legislation/code of practice in promoting equality and diversity. Students must explain the importance of participation and equality of access for all children and young people in supporting their rights. Students should show an understanding of why promoting participation is beneficial for children and young people by giving relevant examples of the benefits. Students should show their understanding of why it is important to value and promote cultural diversity with relevant examples of the benefits of doing this. Students should provide evidence of their interactions with children and young people which shows how the student values diversity and respects cultural, religious and ethnic differences and evidence of how they have applied the principles of equality, diversity and anti-discriminatory practice in their own work with children and young people, which do not reflect a tokenistic approach.

**For learning outcome 2**, students should explain the different ways in which children and young people may experience prejudice and discrimination, including different types of discrimination and protected characteristics. They should analyse the impact of prejudice and discrimination on children and young people giving relevant examples of the impacts; for example, on self-esteem, mental health, social relationships. They should consider the extent to which their own attitudes, values and behaviour impact on their work with children and young people. Students should give relevant examples of how to promote anti-discriminatory practice in work with children and young people with justifications for why these examples would be effective. They should explain ways to challenge discrimination with reasons. This needs to include direct and indirect discrimination.

**For learning outcome 3**, students should explain the meaning of inclusion and inclusive practices. Students should give relevant examples of a range of inclusive practices and be able to give reasons for why they are inclusive. They should be able to identify relevant examples of barriers to children and young people's participation, including examples of physical, attitudinal and organisational barriers. Students should provide evidence of effectively supporting inclusion and using inclusive practices and techniques in own work with children and young people.

## Unit 2: Implement Safeguarding Policies and Safe Practice when Working with Children and Young People

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**Level:** 3

**Credit value:** 3

**Guided learning hours:** 25

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### 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 students 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 which may be involved when a child or young person has been abused.

Students will study the policies and procedures that are in place to protect children, young people and the 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.

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

Students 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 online safety is explored, and students consider ways of reducing risks to children and young people when using the internet and mobile phones.

## Learning outcomes and assessment criteria

To pass this unit, students need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| 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<br>1.2 Explain child protection within the wider concept of safeguarding children and young people<br>1.3 Analyse how national and local guidelines, policies and procedures for safeguarding affect day-to-day work with children and young people<br>1.4 Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice<br>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<br>2.2 Explain the importance of a child or young person-centred approach<br>2.3 Explain what is meant by partnership working in the context of safeguarding<br>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<br>3.2 Explain policies and procedures that are in place to protect children and young people and the adults who work with them<br>3.3 Evaluate ways in which concerns about poor practice can be reported while ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected<br>3.4 Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on offsite 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<br>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<br>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<br>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<br>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 wellbeing | <p>6.1 Explain how to support children and young people's self-confidence and self-esteem</p> <p>6.2 Analyse the importance of supporting resilience in children and young people</p> <p>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</p> <p>6.4 Explain ways of empowering children and young people to make positive and informed choices that support their wellbeing and safety</p> |
| 7. Understand the importance of online safety for children and young people                    | <p>7.1 Explain the risks and possible consequences for children and young people of being online and of using a mobile phone</p> <p>7.2 Describe ways of reducing risk to children and young people from:</p> <ul style="list-style-type: none"> <li>● social networking</li> <li>● internet use</li> <li>● buying online</li> <li>● using a mobile phone</li> </ul>   |

## Unit content

### What needs to be learned

#### Learning outcome 1: Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people

##### 1A Legislation, guidelines, policies and procedures

- For home nation, e.g. current national and international legislation on children and young people's rights and safeguarding, education legislation.
- Guidelines, e.g. the safeguarding of children and young people, what to do if concerned that a child or young person is being abused, safeguarding children and young people and safer recruitment in education, safeguarding of disabled children and young people.
- School policies and procedures, e.g. safeguarding and protecting, reporting and recording, online safety, bullying and cyber bullying.

##### 1B Safeguarding children and young people

- Definition of child protection, specific child protection policies and procedures.
- Definition of safeguarding, e.g. preventing risks of harm to the welfare of children and young people.

##### 1C National and local guidelines

- Childcare practice, e.g. policies and procedures regarding propriety and behaviour, intimate personal care, physical contact.
- Child protection, e.g. requirements for safe recruitment of employees, school policies for recording and reporting suspected abuse, whistleblowing policies.
- Risk assessment, e.g. hazard recognition, vigilance, indoors, outdoors, trips and outings, visitors to school.
- Ensuring the voice of the child or young person is heard, e.g. advocacy.
- Supporting children and young people and others who may be expressing concerns, e.g. believing child/young person, taking action.

##### 1D Inquiries and serious case reviews

- Inquiries and serious case reviews, e.g. local safeguarding children regulations, process for serious case reviews (SCRs).
- SCRs required in situations where a child or young person has died due to known or suspected abuse or neglect.
- Reviews, e.g. purpose of SCR is to ensure lessons are learned from serious incidents and inform improvements to practice.

## What needs to be learned

### 1E Process used by work setting or service

- Data protection legislation.
- Action to be taken in the event of a suspected child protection situation, e.g. reporting concerns, lines of reporting, information sharing, confidentiality.
- Procedures for reporting and recording, information storing, information sharing.

## Learning outcome 2: Understand the importance of working in partnership with other organisations to safeguard children and young people

### 2A Importance of safeguarding

- Responsibility of all adults.
- Duty to report concerns, e.g. issues occurring outside school, staff awareness and training, monitoring and record keeping, partnership and involvement with other agencies.

### 2B Child/young person-centred approach

- Responding to the needs of the child or young person.
- Child or young person involved in decision making, e.g. involving the child/young person in meetings, liaising and discussing matters.
- Children and young people treated with respect.

### 2C Partnership working in the context of safeguarding

- Liaising with different agencies, e.g. communication essential for safety and protection of children and young people, essential to act on concerns, early intervention, partnership working.

### 2D Roles and responsibilities of the different organisations

- Roles and responsibilities, e.g. partners, police.
- Range of professionals, e.g. general practitioners, emergency care, social workers, children's services, school, psychologist, probation services, police.

## Learning outcome 3: Understand the importance of ensuring children and young people's safety and protection in the work setting

### 3A Ensuring protection from harm in work setting

- Protection from harm, e.g. 'loco parentis', effect of harm.
- Aspects of school, e.g. health and safety issues, behaviour, bullying, safeguarding, internet safety, safety on school trips.

## What needs to be learned

### 3B Policies and procedures

- Policies and procedures, e.g. working in a transparent and open way, listening to children and young people, duty of care, whistleblowing, power and position of trust, propriety and behaviour, physical contact, intimate personal care routines, offsite visits, photography and video, sharing concerns and recording/reporting incidents.

### 3C Reporting concerns about poor practice

- Reporting, e.g. whistleblowing policy, confidentiality.

### 3D Steps to take

- Following child protection, anti-bullying, health and safety policies and procedures.
- Informing colleagues of whereabouts and actions.

## Learning outcome 4: Understand how to respond to evidence or concerns that a child or young person has been abused or harmed

### 4A Indicators, signs, symptoms and behaviours causing concern

- Signs, e.g. symptoms, indicators of abuse (neglect, emotional, physical, sexual), behaviours that may cause concern in the context of safeguarding.

### 4B Actions to take

- Actions, e.g. following appropriate policies and procedures, providing reassurance for the child/young person, recording the disclosure noting date, time, what was said, remaining non-judgemental, believe the child/young person, listening and not asking too many questions, reporting the disclosure to the appropriate person in the school, escalating concerns.

### 4C Rights of children and young people

- Rights, e.g. 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, representation and the outcome documented.

## Learning outcome 5: Understand how to respond to evidence or concerns that a child or young person has been bullied

### 5A Bullying and the potential effects

- Types, e.g.:
  - physical – pushing, kicking, hitting, pinching, other forms of violence or threats
  - verbal – name calling, insults, sarcasm, spreading rumours, persistent teasing
  - emotional – excluding, tormenting, ridicule, humiliation
  - cyber bullying – use of information and communication technology, particularly mobile phones and the internet, to deliberately upset somebody.

## What needs to be learned

- Modifying support for children/young people with additional needs.
- Effects on holistic development, e.g.:
  - emotional development – self-esteem, mental health
  - social development – isolation
  - cognitive development – concentration, learning and achievement, school attendance
  - long- and short-term effects.

### **5B Policies and procedures for dealing with bullying**

- National policy and legislation relevant to bullying.
- Following anti-bullying policy, e.g. dealing immediately with any incidents of bullying, recording or reporting to the head teacher or a member of the senior management team, informing the class teacher if bullying persists, informing parents.

### **5C How to provide support when bullying is suspected or alleged**

- Guidelines, e.g. local authority, school, school policies and procedures.
- Actions, e.g. reassuring child or young person and their parents/carers, working as a member of the team to support the child or young person and their carer, informing child or young person and their carer about websites/organisations to help.

## **Learning outcome 6: Understand how to work with children and young people to support their safety and wellbeing**

### **6A Supporting children and young people's self-confidence and self-esteem**

- Self-confidence can be developed through, for example, valuing children and young people as individuals, positive reinforcement, celebrating differences and similarities, encouraging independence, praising personal success, recognising achievement, team games, group activities.

### **6B Importance of supporting resilience of children and young people**

- Benefits, e.g. equipping them to resist stress and adversity, coping with change and uncertainty, recovering faster and more completely from traumatic events or episodes, positive effects on long-term wellbeing.

### **6C Ensuring strategies are in place for protection of children and young people**

- Reasons, e.g. to help them assess risks, to enable them to make decisions, to give them independence.

## What needs to be learned

### **6D Empowering children and young people to make positive and informed choices that support their wellbeing and safety**

- Listening to children and young people, encouraging them to express their feelings, encouraging them to think about their own personal safety and possible strategies they could use in a range of situations, providing information about organisations to protect them.

### **Learning outcome 7: Understand the importance of online safety for children and young people**

#### **7A Risks and possible consequences of using technology**

- Social networking, e.g. personal information such as telephone numbers, photographs, email addresses and information such as school name, clubs they attend and where they meet up can be pieced together, personal information online also becomes accessible to individuals other than their friends, sexting, exploitation, radicalisation, gaming, grooming.
- Internet protection, e.g. children in school unable to access inappropriate material owing to filters which school computers are required to have, home computers may not have filters in place.
- Buying online, e.g. risk of identity theft.

#### **7B Reducing risk to children and young people from using technology**

- School policy.
- Internet filters and firewalls.
- Emphasising importance of keeping personal details private.
- Privacy settings on internet and social networking sites.
- Safe use of mobile phones and data.
- Blocking and barring.
- Supporting information and training for carers about online safety.

## Essential information for teachers and assessors

### Essential resources

Students 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.

### Assessment

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

This unit is internally assessed. To pass this unit, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context, it should draw on learning from the unit and be designed in a way that enables students to meet all the assessment criteria. Centres are responsible for deciding on the assessment activities that will enable students to produce valid, sufficient, authentic and appropriate evidence.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that students meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

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 presentation slides, information sheets, case studies and accounts.

Students will complete a series of tasks looking at safeguarding policies and practices and how to implement safe working practices with children and young people.

**For learning outcome 1**, students will provide an outline of legislation, guidelines, policies and procedures concerning children and young people's rights and education within the home nation that affect the safeguarding of children and young people. They will analyse the effect of these on the day-to-day work within the school setting. Students may consider national and international legislation and guidelines, as well as policies and procedures linked to safeguarding, online safety and cyberbullying.

Students will explain what is meant by the terms 'child protection' and 'safeguarding'. They will explain how child protection relates to the wider concept of safeguarding children and explain when and why inquiries and serious case reviews are sometimes required, with relevant reasons and examples. They will state how the sharing of the findings of these reviews helps to inform practice.

Students will then explain how the process used in their work setting or service complies with the legislation covering data protection and information handling and sharing, making clear links between the process and legislation.

**For learning outcome 2**, students will explain the importance of safeguarding children and young people and why it is important to ensure children and young people are protected from harm in the school and at home. They should explain the importance of a person-centred approach to safeguarding children and young people, including the responsibility and duty of adults to report concerns. Students should include how involving children or young people in decision making helps meet their needs, and ensures they are treated with respect.

Students will explain what is meant by partnership working in the context of safeguarding and describe the roles and responsibilities of different organisations that are involved when a child or young person has been abused or harmed. They should include a range of organisations, such as health care, social care and children's services. They could include how communicating and liaising with different agencies and partnership working is essential when acting on concerns and could result in early intervention.

Students may refer to their research for learning outcome 1 on serious case reviews to support their response for this task.

**For learning outcome 3**, students will give relevant reasons why it is important to ensure children and young people are protected from harm within the work setting and explain the policies and procedures that are in place to protect the children and the adults who work with them, such as duty of care, whistleblowing policies, policies relating

Students will explore and evaluate how concerns raised about poor practice are reported and review the protection offered to whistleblowers and those whose poor behaviour and poor practice is being investigated. Students will explain the steps practitioners can take to protect themselves in the work setting and during offsite visits.

**For learning outcome 4**, students need to describe a range of possible signs, symptoms, indicators, and behaviours that may cause concern in the context of safeguarding. Students should consider the following areas within their response: neglect, emotional, physical and sexual abuse.

Students will describe the actions to take if a child or young person alleges harm or abuse has taken place. The response must be reflective of the policies and procedures in use in their own setting. Students will explain the rights of the children/young people when harm or abuse is suspected. Students will explain the rights of the parent/carer in this situation and if they have been alleged of the abuse or harm.

**For learning outcome 5**, students will explain different types of bullying; they will need to include examples for each of physical, cyber bullying (including through social media), verbal, sexual and emotional. They should also give examples of the possible effects of bullying on children's and young people's holistic development.

Students will outline the key relevant points of policies and procedures that should be followed if bullying is a concern or evidenced, including national policy and legislation and the setting's anti-bullying policy. They will give relevant reasons for why these policies and procedures are in place. Students may refer to evidence and research completed for learning outcome 1.

Students will explain how to support a child or young person and their family when bullying is suspected or alleged. They should refer to guidelines that should be followed, and the actions that should be taken. Students may need to research specific support available nationally and within their own area.

**For learning outcome 6**, students will explain how to support children's self-confidence and self-esteem, with relevant examples, and will analyse the importance of supporting resilience in children and young people by considering the benefits this brings to children and young people.

Students will explain why it is important to work with children to ensure they have the strategies to protect themselves and make their own decisions about their safety; for example, through giving children more independence. Students will explain ways of empowering children to make positive and informed choices to support their wellbeing and safety by giving examples of techniques and actions teaching assistants could use.

Students may work on these two explanations together as the responses could be interrelated.

**For learning outcome 7**, students will explain the risks and possible consequences for children and young people of being online and of using a mobile phone, with relevant examples. They will describe ways of reducing the risk to children and young people of social networking, internet use, buying online and using a mobile phone. Students may refer to work completed learning outcome 1 and learning outcome 5 to support their response.

## Unit 3: Work in Partnership with Other Professionals to Support Children and Young People

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

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### Unit introduction

This unit explores the importance of working together with practitioners from a variety of agencies to support children and young people in schools. Students will consider current practice in multi-agency working in teaching and learning environments and the purpose of different teams in these environments.

Students will examine their own roles in professional teams they may be involved in, particularly how they could develop their contributions to multi-agency support to make it more effective. It enables students 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 students 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. Students will be well briefed in the communication protocols that surround some of the issues that arise while working with children and young people who require the support of external agencies.

On completion of this unit students 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

To pass this unit, students need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes                                 | Assessment criteria   |
|---|---|
| 1. Understand multi-agency and integrated working | <ul style="list-style-type: none"><li>1.1 Explain the importance of multi-agency working and integrated working for supporting children and young people</li><li>1.2 Identify the external agencies and professionals who contribute to supporting children and young people in the setting</li><li>1.3 Explain the roles and responsibilities of other professionals within and external to the setting that impact on own working practice</li><li>1.4 Explain own role in different group situations, including multi-agency and integrated working</li><li>1.5 Explain the importance of respecting:<ul style="list-style-type: none"><li>a) the contribution of other professionals to supporting children and young people</li><li>b) own and others' professional boundaries</li><li>c) the skills and expertise of other professionals</li></ul></li><li>1.6 Explain the policy and procedures of the setting for making and maintaining contact with external agencies and professionals</li></ul> |

| Learning outcomes  | Assessment criteria   |
|--|---|
| <p>2. Be able to maintain working relationships with other practitioners</p> | <p>2.1 Provide information to assist other practitioners in their role in accordance with the policies and procedures of the setting</p> <p>2.2 Share information which is complete, accurate and within the boundaries of own role and responsibilities</p> <p>2.3 Explain when and why another practitioner or professional should be referred to other sources of information, advice or support within the setting</p> <p>2.4 Interact with other practitioners in a manner likely to promote trust and confidence in the relationship</p> <p>2.5 Use opportunities to extend personal contact with other practitioners and make direct observation of their particular expertise</p> <p>2.6 Provide advice, information and demonstrations to assist other practitioners to develop knowledge and skills relevant to their roles</p> |
| <p>3. Be able to work in partnership with other practitioners</p>            | <p>3.1 Respond to other practitioners' requests for information and support in a manner that demonstrates a willingness to cooperate</p> <p>3.2 Clearly explain to other practitioners any factors limiting own ability to cooperate</p> <p>3.3 Use knowledge of the children and young people to contribute to the planning and implementation of joint actions</p> <p>3.4 Carry out agreed commitments to undertake work in partnership with other practitioners</p> <p>3.5 Seek and make use of opportunities to draw upon the skills and knowledge of other practitioners in support of own role</p>  |

## Unit content

### What needs to be learned

#### Learning outcome 1: Understand multi-agency and integrated working

##### 1A Multi-agency working and integrated working

- Applicable to an education setting, e.g. safeguarding children and young people, visitors, working with other agencies, reporting accidents, voluntary and statutory.
- Ensuring, e.g. best outcomes for the child, young person, family, sharing of skills, information, best practice, child-centred.

##### 1B External agencies and professionals who contribute

- Types, e.g.:
  - professional bodies and health specialists
  - teams made up of adults in different roles/professions, such as: teachers, assistants, support workers, school nurses, curriculum leaders, managers, governors, external agency representatives, multi-agency working, behaviour support service, statutory agencies, children's centres, voluntary sector.

##### 1C Roles and responsibilities of other professionals

- Range, e.g. 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.

##### 1D Own role in different group situations

- Types, e.g. 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.

##### 1E Explanation of the importance of respecting partners

- Contribution of other professionals, e.g. valuing contributions and expertise, breadth, diversity, complexity.
- Professional boundaries, e.g. 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, e.g. working relationships, experience, leadership, decision making.

##### 1F Policy and procedures of setting for contact with external agencies and professionals

- Policy, protocols, routines, contacts, confidentiality.

## What needs to be learned

### Learning outcome 2: Be able to maintain working relationships with other practitioners

#### 2A Providing information

- Ways, e.g. 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.

#### 2B Sharing information

- Sharing findings as appropriate and according to the procedures/policies of the setting, e.g. referring concerns, particular difficulties, suspected abuse, legal evidence to an appropriate professional such as the special educational needs coordinator (SENCO), designated safeguarding lead within the setting, understanding that information may be shared in specific situations.

#### 2C Referral to other sources of information, advice or support within the setting

- Reasons for referral, e.g. circumstances or situation, boundaries of own role, alternative or specialist sources of information.
- Recognising when it is appropriate to refer to another source of information and support.
- Ways, e.g. consultation, collaboration, event, nature, frequency, needs of child and young person, professional, team, personal development, changes in policy, practice, regulation.

#### 2D Interacting with other practitioners

- Methods of interaction, e.g. 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, demonstrating respect, honesty and trustfulness.

#### 2E Extending personal contact with other practitioners and making direct observation of their particular expertise

- Ways, e.g. continual professional development, observing, shadowing, professional dialogue, learning from others, reflection.

#### 2F Providing advice, information and demonstrations

- Ways, e.g. supporting, delivering informal and formal training, modelling best practice, behaviour, demonstrating skills, mentoring, coaching, sharing knowledge, encouraging improvement, reviewing and performance management.

## What needs to be learned

### Learning outcome 3: Be able to work in partnership with other practitioners

#### 3A Responding to requests

- Ways, e.g. systematic and appropriate recording of relevant activities, accurate facts, agreed format, collaborative and cooperative approach, timely, meeting deadlines, considering data protection, ensuring consent.

#### 3B Factors limiting ability to cooperate

- Factors, e.g. communication, policy, regulation, rationale, barriers, setting, circumstances, data requirements, relating to safeguarding, ethical considerations, safety and wellbeing.

#### 3C Using knowledge to contribute to planning and implementation of joint activities and interventions

- Ways, e.g. sharing relevant information about the child or young person's age and stage of development, preferences, needs, likes and dislikes, identification of their barriers, difficulties and challenges and possible solutions, range of factors impacting on their progress and development, using feedback from others to improve practice/plan, importance of evaluation and review.

#### 3D Carrying out agreed commitments

- Types, e.g. teamwork, planning, implementation, supervising resources, safeguarding children and young people, reviewing policy, reviewing procedures, multi-agency, interacting with and learning from non-teacher professionals.

#### 3E Skills and knowledge of other practitioners

- Ways to learn, e.g. 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 information for teachers and assessors

### Essential resources

As this is a work-based programme, all students 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 students will need an opportunity to participate in a multi-agency team activity within the teaching and learning environment.

### 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. Direct assessor observation would be a suitable assessment method.

It is expected that this unit will be assessed in a real working environment, where evidence is naturally occurring and collected over a period of time.

This unit is internally assessed. To pass this unit, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context, it should draw on learning from the unit and be designed in a way that enables students to meet all the assessment criteria. Centres are responsible for deciding on the assessment activities that will enable students to produce valid, sufficient, authentic and appropriate evidence.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that students meet all learning outcomes and assessment criteria over a period of time. It should be clear in the *Placement Experience Assessment Workbook* where each learning outcome and assessment criterion has been covered and achieved.

Students should use the *Placement Experience Assessment Workbook* provided to document their evidence for this unit using evidence gathered during their placement. A recommended assessment approach is given below. Centres are free to create their own assessment as long as they are confident it enables students to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

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 students have observed or undertaken on their work experience.

**For learning outcome 1**, students should explain the importance of multi-agency and integrated working for supporting children and young people. As part of the brief, students should describe the range of external agencies and professionals that are available to support children and young people and explain the roles and responsibilities of other professionals within and externally to the setting as well as their own.

Students will explain the policy and procedures for making and maintaining contact with external agencies and professionals used in their setting. Within their research and response, students should consider best practice outcomes for children and young people, working with other professionals, e.g. teachers, school nurses, managers, governors, speech and language therapists, children's centres, charities and the voluntary sector. Students should consider safeguarding children and young people, the child protection register, and national and local agencies.

Students will explain the impact on their own working practice and explain their role in the different group situations of multi-agency and integrated working.

They will explain their own role and the importance of respecting different group situations, the contribution of other professionals, their own and others' professional boundaries, and the skills and expertise of other professionals. Students may include tolerance, valuing others' opinions, confidentiality working practices, leadership and decision-making, and resolving differences and conflicts in their responses.

Evidence for learning outcome 1 could be in the form of a briefing for colleagues or representatives of agencies or 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 student. This would require students 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.

**For learning outcome 2**, students will be assessed in the work setting on their competency skills in maintaining working relationships with other practitioners. Students will be either directly observed carrying out the skills or gather witness statements from the setting to recall the skills they have demonstrated. Students may use centre or documentation they have devised to support their responses. All documents used should be authenticated by the line manager to demonstrate they have been correctly completed and used in accordance with the centre's policies and procedures and in line with the requirements of this qualification.

Students will provide information to assist other practitioners in their role in accordance with the policies and procedures of the setting. They will provide advice, information, and demonstrations to assist other practitioners in developing knowledge skills relevant to their roles.

They will share information that is accurate and complete according to the procedures and policies of the setting and will show an understanding of why another practitioner or professional should be referred to other sources of information, advice or support in the setting, including reasons for referral and when it would be appropriate to refer to another source of information. They will interact with other professionals in a manner likely to promote trust and confidence in the relationship. Students may present minutes of meetings detailing discussions, actions, and information to support these skills. Students may use planning documentation to show skills in negotiation. Students will need to use any documentation alongside direct observation or witness statements to show they are competent. Students will use opportunities to extend personal contact with other professionals and directly observe their particular expertise.

Students will need to provide short summaries of the skills and expertise demonstrated and observed by the other professionals. Students may discuss this with their teacher/assessor, who has observed the students' developing skills and competency for this learning outcome. Any discussion points should be audio recorded or transcribed and signed by both the teacher/assessor and student for authenticity.

Students will need to provide witness testimonies or short summaries of them responding to other practitioners' requests for information and support in a cooperative manner or clearly explaining to any factors affecting their ability to cooperate. They should demonstrate their knowledge of the children and young people by contributing appropriately to the planning and implementation of joint actions. They should carry out their agreed commitments when working in partnership with other practitioners and use opportunities to draw upon skills and knowledge of other practitioners in support of own role.

Evidence for learning outcomes 2 and 3 could be supported by witness statements as students are required to demonstrate that they can maintain working relationships with other practitioners and sustain long-term relationships within the professional environment. Direct observation of practice, work products and reflective accounts may also provide suitable evidence. Students could use a case study of work with an individual child or young person to provide evidence that satisfies both learning outcomes 2 and 3.

Although the confidentiality requirements of the setting and students must be maintained students could submit a single portfolio of work that relates to a sustained contribution to multi-agency working to support a child or young person. 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 include reflections about when, why and how they referred issues to another practitioner or professional. Personal reflections in a diary provide a medium in which students 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.

**For learning outcome 3**, 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. The portfolio could also include a timeline or plan that plots the activities, meetings and behaviours the student engaged in to bring their knowledge of the child or young person 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 child or young person, in partnership with other practitioners. The diary also provides an opportunity for students to explain how they used situations where they worked with practitioners or other professionals from external agencies to develop their own skills and expertise.

## Unit 4: Reflect on Own Practice and Identify Professional Development Opportunities

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**Level:** 3

**Credit value:** 3

**Guided learning hours:** 10

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### 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 students will consider the competence requirements in their own job role against the relevant standards.

Students 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.

Students will evaluate their own performance and use feedback to inform development. Students work with others to agree a personal development plan which prioritises their own learning needs, professional interests and development opportunities.

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

## Learning outcomes and assessment criteria

To pass this unit, students need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| 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<br>1.2 Explain expectations about own work role as expressed in relevant standards  |
| 2. Understand reflective practice and own performance  | 2.1 Explain the importance of reflective practice in continuously improving the quality of service provided<br>2.2 Describe how own values, belief systems and experiences may affect working practice<br>2.3 Evaluate own knowledge, performance and understanding against relevant standards            |
| 3. Be able to reflect on practice and evaluate own performance   | 3.1 Demonstrate the ability to reflect on practice<br>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<br>4.2 Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities<br>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<br>5.2 Demonstrate how reflective practice has led to improved ways of working<br>5.3 Show how to record progress in relation to personal development   |

## Unit content

| What needs to be learned  |
|---|
| <b>Learning outcome 1: Understand what is required for competence in own work role</b>  |
| <b>1A Duties and responsibilities of own work role</b> <ul style="list-style-type: none"><li>• Contractual responsibilities, e.g. hours, lines of reporting.</li><li>• Specific roles and responsibilities, e.g. behaviour support, supporting children and young people with special educational needs, supporting literary and numeracy, supporting bilingual children and young people.</li><li>• Compliance with policies and procedures of setting, e.g. behaviour, protection of child/young person, health and safety.</li><li>• Keeping up to date with changes to procedures and practice.</li></ul> |
| <b>1B Expectations about own work role as expressed in relevant standards</b> <ul style="list-style-type: none"><li>• Teaching Assistant occupational standard.</li><li>• Expectations in relation to own duties and responsibilities.</li></ul>  |
| <b>Learning outcome 2: Understand reflective practice and own performance</b>   |
| <b>2A Importance of reflective practice</b> <ul style="list-style-type: none"><li>• Practice, e.g. continually review progress to improve or change approaches, strategies, actions, Experiential Learning Cycle (Kolb), provides clarity, identification of learning needs of individual undertaking reflection.</li><li>• Benefits to students and setting and children/young people of improved performance.</li></ul>   |
| <b>2B Values, belief systems and experiences affecting working practice</b> <ul style="list-style-type: none"><li>• Self-awareness of values, beliefs, experiences affecting approach to supporting teaching and learning, e.g. motivation, conformity, cooperation, consistency, respect, fairness, creativity, previous experiences of learning.</li><li>• Ways own values affect practice positively and negatively, e.g. conflict between own values, beliefs and standards.</li></ul>  |
| <b>2C Evaluating against relevant standards</b> <ul style="list-style-type: none"><li>• Self-evaluation, e.g. considering extent to which own practice meets required Teaching Assistant occupational standard in relation to roles and responsibilities; referring to reflections to appraise extent to which own knowledge and performance meets standards.</li></ul>   |

## What needs to be learned

### Learning outcome 3: Be able to reflect on practice and evaluate own performance

#### 3A Reflecting on practice

- Behaviours, e.g. regular reflection.
- Focused.
- Using a structured approach.
- Keeping a reflective journal/diary, learning log, diary, critical incident journal.
- Reflective questions, e.g. description, analysis, theory, action, seek alternatives, keep an open mind, view from different perspectives, thinking about consequences, test ideas through comparing and contrasting.

#### 3B Use of feedback

- Using feedback to, e.g. raise awareness of strengths, identify areas for improvement, actions to be taken to improve performance.
- Sources of feedback, e.g. mentors, teachers, colleagues.

### Learning outcome 4: Be able to agree a personal development plan

#### 4A Sources of support for own development

- Sources of support, e.g. mentor, teacher, head teacher, local authority, training providers, awarding organisations, further and higher education institutions.

#### 4B Working with others

- Others, e.g. mentor, teacher, head teacher.
- Performance review.
- Appraisal, performance management.
- Development opportunities, e.g. training, qualifications, shadowing a more experienced colleague, on-the-job project work, coaching and mentoring less experienced colleagues.

#### 4C Working with others to agree own personal development plan

- Others, e.g. mentor, teacher, head teacher.
- Personal development plan to manage development using reflection and structured planning to meet own goals.

## What needs to be learned

### Learning outcome 5: Be able to use learning opportunities and reflective practice to contribute to personal development

#### 5A Learning activities affecting practice

- Examples of learning activities, e.g. formal lessons, training programmes/sessions, research activities, observing practice, practical activities.
- Effects on practice, e.g. by applying newly learned theories, using different approaches.

#### 5B Reflective practice and improved ways of working

- Ways, e.g. continually challenging current behaviour to enhance own practice and skills, monitoring own practice to enable change to take place.

#### 5C Recording progress

- Review of personal development, e.g. planning, using reflective journal to consider progress made.
- Evidence of achievements, e.g. certificates.

## Essential information for teachers and assessors

### Essential resources

Students 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.

### Assessment

Assessment criteria 3.1, 3.2, 4.2, 4.3, 5.2 and 5.3 must be assessed in the workplace. Direct assessor observation would be a suitable assessment method.

It is expected that this unit will be assessed in a real working environment, where evidence is naturally occurring and collected over a period of time.

This unit is internally assessed. To pass this unit, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context, it should draw on learning from the unit and be designed in a way that enables students to meet all the assessment criteria. Centres are responsible for deciding on the assessment activities that will enable students to produce valid, sufficient, authentic and appropriate evidence.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that students meet all learning outcomes and assessment criteria over a period of time. It should be clear in the *Placement Experience Assessment Workbook* where each learning outcome and assessment criterion has been covered and achieved.

Students should use the *Placement Experience Assessment Workbook* provided to document their evidence for this unit using evidence gathered during their placement. A recommended assessment approach is given below. Centres are free to create their own assessment as long as they are confident it enables students to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

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 students can use in their future work as a support worker in school.

**For learning outcome 1**, students will describe their duties and responsibilities and explain the expectations about their own work role related to relevant standards. Students will consider their contractual duties and any specific roles they undertake, e.g. working on a one-to-one with a specific child or supporting bilingual children. Students may review their role against the Teaching Assistant occupational standard.

**For Learning outcome 2**, students will explain the importance of reflective practice. They will describe how their values and belief systems affect their working practice and evaluate their knowledge, performance, and understanding against relevant standards. Students will need to consider the Teaching Assistant occupational standard in their response and consider how they continuously work to improve the quality of the service they provide.

**For learning outcome 3**, students will demonstrate the ability to reflect on their practice and to use feedback to evaluate their performance and inform development. Students may use documentation from the setting to support their response, e.g. appraisal information, personal progress review, or self-evaluated activity plans. All documentation would need to be signed by the line manager to show authenticity. Students may gather witness statements to demonstrate their reflective practice or be observed by their teacher/assessor. Students may use documentation and discussion with the teacher/assessor to explain how they reflected and the impact of this on their practice. Any discussions should be audio recorded or transcribed and signed by both the student and assessor for authenticity.

**For learning outcome 4**, students will identify sources of support for planning and reviewing their own development. They will demonstrate how to work with others to review prioritising their own learning needs, professional interest, and developmental opportunities. They will demonstrate how to work with others to agree on their own personal development plan. Students may gather evidence from their reviews, appraisal, or planning documents to support their work for this unit. Students may wish to devise a personal development to reflect the requirements of this learning outcome.

**For learning outcome 5**, students will demonstrate how reflective practice has led to improved ways of working. They will evaluate how the learning activities have affected practice and show how to record progress in relation to personal development. Students may devise a personal development plan which they can update and review over the course of time. Students may use appraisal or reviews to support this learning outcome. Students may have certificates from short courses or training they have attended to support this outcome. They would need to explain how the course has supported them in practice. A certificate alone is not evidence.

## Unit 5: Support Children and Young People to Achieve their Learning Goals

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

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### Unit introduction

On completion of this unit students will understand how to encourage and support children and young people in taking responsibility for their learning and realising their educational potential. Students will know and understand the strategies that can be used to encourage and engage children and young people to work towards meeting the learning objectives set and to checking and review their progress.

Part of the unit requires students 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 students will be able use strategies to enable children and young people to become more effective students and will be able to support children and young people in reviewing their learning and achievements.

## Learning outcomes and assessment criteria

To pass this unit, students need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| 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<br>1.2 Explain current legislation and guidance relating to the provision of and access to educational opportunities for children and young people<br>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<br>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<br>3.2 Identify barriers to achievement and support individual children or young people to work towards finding solutions<br>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<br>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

| <b>What needs to be learned</b>   |
|---|
| <b>Learning outcome 1: Understand the principles, values and current legislation that support work to help children and young people achieve their educational potential</b>  |
| <b>1A Principles and values to achieve their educational potential</b> <ul style="list-style-type: none"><li>• Range, e.g. 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 children and young people who are at risk of not fulfilling their potential, robust systems for managing performance data.</li></ul> |
| <b>1B Legislation and guidance for educational opportunities</b> <ul style="list-style-type: none"><li>• Types, e.g. national, local, School Standards and Framework Act, equal opportunities policies and practice, children's rights.</li></ul>   |
| <b>1C Low achievement</b> <ul style="list-style-type: none"><li>• Factors, e.g. 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.</li></ul>  |
| <b>Learning outcome 2: Be able to support children and young people to identify and articulate their learning needs, set goals and plan actions</b>   |
| <b>2A Articulating educational needs and aspirations</b> <ul style="list-style-type: none"><li>• Ways, e.g. communication, one-to-one interviews, discussion, prompting, questioning, encouraging children and young people to talk, building confidence.</li></ul>   |
| <b>2B Plan of action</b> <ul style="list-style-type: none"><li>• Ways, e.g. 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.</li></ul>  |
| <b>Learning outcome 3: Be able to support children and young people to work towards their educational goals</b>   |
| <b>3A Successes and achievements</b> <ul style="list-style-type: none"><li>• Types, e.g. threshold, targets, reward system, merits, certificates, qualifications, letters to parents/carers, performance indicators, affirmation feedback, developmental feedback.</li></ul>  |

## What needs to be learned

### 3B Barriers to achievement and solutions

- Types, e.g. challenges, impact on children and young people achievement, participation, student engagement, verbal, written, feedback checklists.
- Solutions, e.g. considering options, alternative approaches, different learning strategies, learning styles.

### 3C Working towards achieving educational goals

- Support, e.g. emotional, practical, recognising and value achievement, evaluating goals, reviewing targets, celebrating individual personal success, praising, encouraging, physical resources, learning environment, parent, carer/peer, mentor, counsel, opportunity to consolidate new learning.

## Learning outcome 4: Be able to review educational achievements with children and young people

### 4A Evaluating achievements against action plans

- Ways, e.g. in consultation, periodic assessment against expectations, tracking progress, listening, reviewing.

### 4B Overcoming problems and modify action plan

- Ways, e.g. reviewing, planning, discussing, agreeing ways together, setting new targets, modifying action plan if necessary.

## Essential information for teachers and assessors

### Essential resources

As this is a work-based programme, all students 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 students will need an opportunity to participate in a team activity within the teaching and learning environment.

### Assessment

Assessment criteria 2.1, 2.2, 3.1, 3.2, 3.3, 4.1 and 4.2 must be assessed in the workplace. Direct assessor observation would be a suitable assessment method.

It is expected that this unit will be assessed in a real working environment, where evidence is naturally occurring and collected over a period of time.

This unit is internally assessed. To pass this unit, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context, it should draw on learning from the unit and be designed in a way that enables students to meet all the assessment criteria. Centres are responsible for deciding on the assessment activities that will enable students to produce valid, sufficient, authentic and appropriate evidence.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that students meet all learning outcomes and assessment criteria over a period of time. It should be clear in the *Placement Experience Assessment Workbook* where each learning outcome and assessment criterion has been covered and achieved.

Students should use the *Placement Experience Assessment Workbook* provided to document their evidence for this unit using evidence gathered during their placement. A recommended assessment approach is given below. Centres are free to create their own assessment as long as they are confident it enables students to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

Some of the assessment evidence for this unit will be description. Students should supplement their evidence for learning outcome 1 with descriptions or examples of practical work where possible. Evidence could come, for example, from activities students have undertaken on their work experience.

**For learning outcome 1**, students will explain the principles and values that underpin the work to support children and young people to achieve their educational potential and evaluate the factors that contribute to low achievement and explain current legislation. They may consider the aspirations of the child or young person, the family influences, valuing diversity, external agencies, parents/carers, and the effect of self-fulfilling prophecy. Students will explain the legislation and guidance relating to the provision of access to educational opportunities for children and young people. This may be on a national and local level, including school standards, Equal opportunities, and children's rights.

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.

**For learning outcome 2**, students will demonstrate how they support children or young people to articulate their educational needs and aspirations. They will support them in developing a plan of action that identifies realistic goals for their education. Students will be observed in practice by the teacher/assessor or gather witness statements for this learning outcome. The students may use centre documentation of the development plan and support this with an audio recording explaining the plan or a witness statement reflecting on the plan's production.

**For learning outcome 3**, students may gather information for this learning outcome as they develop the learning plan in learning outcome 2 of this unit. Students will identify and celebrate individual children and young people's success and achievements; they will identify any barriers to achievement and success and work with the children to find solutions. The students will provide support and guidance to the children or young people to help them work toward achieving their goals. The students will be observed in practice by their teacher/assessor or need to gather evidence of this support with children or young people working toward their educational goals through Witness statements. Any support documentation used will need to be correctly authenticated.

**For learning outcome 4**, students will evaluate with individual children or young people their achievements against their action plans and discuss and agree on ways of addressing and overcoming any problems. Students will support the children or young people to modify the action plan accordingly. Students will need to show active listening skills, tracking of progress, and diplomatic discussion and support. Students will need to maintain realistic goals and success and support the student to manage their own expectations.

Learning outcomes 2, 3, and 4, will be completed over time to enable the student to support a child or young person to achieve according to their plan. The three learning outcomes are interrelated.

Evidence for this unit could be presented in a portfolio in which students use examples from classroom-based experience in the workplace to describe how they have supported children and young people to enable them to realise their educational potential and become more active students. The portfolio could also contain written reflections that explain how students supported either an individual or group of children and young people through a learning activity. The evidence must illustrate how the feedback they gave focused on strengths, was constructive and included information for the children and young people about how they might improve next time. A log of what was observed or written, and how they fed this back to the children and young people, 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 an individual child or young person or a small group of children and young people. It could tell the story of how the student 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 students supported and guided the children and young people to help them understand what they have done well and what they need to do to improve could also form part of the portfolio.

Teachers may wish to observe students 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, students 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 children and young people to reflect on their successes and areas for improvement and consider how they can address them.

## Unit 6: Promote Learning and Independence in Children and Young People

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

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### Unit introduction

Students 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. Students 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. Students will support child or young person (a mentee) to plan for their learning and development by asking questions and challenging, while providing guidance and encouragement.

On completion of the unit students will be able to understand how to facilitate the learning and development needs of children and young people through mentoring, promote the wellbeing, resilience and achievement of individual children and young people and review the effectiveness of the mentoring process.

## Learning outcomes and assessment criteria

To pass this unit, students need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| 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<br>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<br>2.2 Support children or young people to identify ways of removing barriers to achievement<br>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<br>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<br>4.2 Evaluate the effectiveness of the mentoring process in facilitating the learning and development of the individual children or young people                   |

## Unit content

| What needs to be learned  |
|---|
| <b>Learning outcome 1: Understand how to facilitate the learning and development needs of children and young people through mentoring</b>   |
| <b>1A Interpersonal and communication skills</b> <ul style="list-style-type: none"><li>• Range, e.g. encouraging children and young people's participation in making decisions and choices.</li><li>• Negotiating with children and young people according to age and stage of development, e.g. asking questions, encouraging children and young people to express ideas and suggestions.</li><li>• Supporting children and young people's 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.</li></ul> |
| <b>1B Impact of learning styles and methods</b> <ul style="list-style-type: none"><li>• Achieving outcome.</li><li>• Techniques, e.g. expression, preferred learning style, context of learning, structure, clarity, stage related, collaborative learning, accelerated learning, gifted and talented.</li></ul>  |
| <b>Learning outcome 2: Be able to support children and young people to address their individual learning and development needs</b>  |
| <b>2A Goals and aspirations</b> <ul style="list-style-type: none"><li>• Ways to identify, e.g. communication, one-to-one interviews, discussion, prompting, questioning, involvement in design, delivery and evaluation of services.</li><li>• Assessment of outcomes, self-assessment, areas for improvement, encouraging children and young people to talk, confidence, learning by doing.</li></ul>  |
| <b>2B Removing barriers to achievement</b> <ul style="list-style-type: none"><li>• Identifying, e.g. successes, challenges, impact on achievement, participation, engagement, feedback checklists.</li><li>• Ways, e.g. individual discussion, group discussion, considering options, alternative approaches, different learning strategies, learning styles, different curriculum.</li></ul>   |
| <b>2C Action plan</b> <ul style="list-style-type: none"><li>• Techniques, e.g. 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.</li></ul>   |

## What needs to be learned

### Learning outcome 3: Be able to promote the wellbeing, resilience and achievement of individual children and young people through mentoring

#### 3A Promoting wellbeing, resilience and achievement

- Types, e.g. emotional, physical.
- Encouraging children and young people's engagement, e.g. talking, readiness to learn, attitudes to learning, responsibility for learning, motivation, stress management, self-esteem, determination, aspiration, competencies and skills to make informed choices, making own decisions, coping with difficulties and challenges, gaining confidence.

#### 3B Mentoring strategies and activities

- Evidence, e.g. valuing achievement, evaluating goals, reviewing targets, praising, appropriate/sufficient physical resource, appropriate learning environment, parent, carer/peer support.

### Learning outcome 4: Be able to review the effectiveness of the mentoring process

#### 4A Progress against action plans

- Evidence, e.g. achievement against action plans, performance data, targets, consultation, periodic assessment against expectations, tracking progress, achieving full potential, evaluating, areas for improvement, interviewing, judgements, reviewing, supporting children and young people, SMART targets.

#### 4B Effectiveness of the mentoring process

- Evidence, e.g. reflecting on experience of supporting, targets met, range of strategies used, questioning of children and young people, feedback given, self- assessment feedback, peer feedback from students , teacher feedback.
- Strategies, e.g. successful, unsuccessful, alternative, evaluate impact.

## Essential information for teachers and assessors

### Essential resources

As this is a work-based programme, all students 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 students will need an opportunity to participate in a team activity within the teaching and learning environment.

### Assessment

Assessment criteria 2.1, 2.2, 2.3, 3.1, 3.2, 4.1 and 4.2 must be assessed in a real work environment. Direct assessor observation would be a suitable assessment method.

It is expected that this unit will be assessed in a real working environment, where evidence is naturally occurring and collected over a period of time.

This unit is internally assessed. To pass this unit, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context, it should draw on learning from the unit and be designed in a way that enables students to meet all the assessment criteria. Centres are responsible for deciding on the assessment activities that will enable students to produce valid, sufficient, authentic and appropriate evidence.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that students meet all learning outcomes and assessment criteria over a period of time. It should be clear in the *Placement Experience Assessment Workbook* where each learning outcome and assessment criterion has been covered and achieved.

Students should use the *Placement Experience Assessment Workbook* provided to document their evidence for this unit using evidence gathered during their placement. A recommended assessment approach is given below. Centres are free to create their own assessment as long as they are confident it enables students to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

**For learning outcome 1**, students will explain the interpersonal and communication skills required to facilitate the learning and development needs and explain how different learning styles and methods impact the learning and development of children and young people. Students will need to consider how professional relationships and attachments with children and young people support communication, the use and style of questions, and the tone of voice. Students may consider the VARC learning styles and how these can impact learning and development.

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 students have undertaken on their work experience. Students 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 student 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.

**For learning outcome 2**, students will support children or young people to express their goals and aspirations; they will identify ways to remove barriers to achievement and develop an action plan to address the individual learning and development needs of children or young people.

Students may draw evidence from *Unit 5: Support Children and Young People to Achieve their Learning Goals*, to support completing this learning outcome.

**For learning outcome 3**, students will explain the importance of promoting wellbeing, resilience, and achievement of children and young people through mentoring. Students may consider the use of mentoring techniques, building confidence, developing positive communication, clarifying expectations, building trust and respect, and being consistent.

Students will demonstrate mentoring strategies and activities with children or young people to support their wellbeing and resilience. Students may draw on information gathered in *Unit 5: Support Children and Young People to Achieve their Learning Goals* (learning outcome 4), to demonstrate how they have supported expectations and help a child or young person to manage expectations and solve issues, which are all part of promoting resilience and wellbeing.

To achieve learning outcomes 2 and 3 students 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 students 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 student used information about progress to make suggestions for improvements. Learning outcome 3 requires students to promote the wellbeing, resilience and achievement of individual children and young people through mentoring. Students also need to review the action plan and suggest further improvements.

An explanation of the importance of promoting this could form part of the briefing mentioned previously. The students ability to deliver mentoring strategies and activities that support wellbeing and resilience could be demonstrated within the case study, diary or personal learning log.

**For learning outcome 4**, students will assess the progress of an individual child or young person against their action plan, suggesting improvements. This part of the learning outcome links with information gathered in *Unit 5: Support Children and Young People to Achieve their Learning Goals* (learning outcome 4), to demonstrate how they have supported expectations and help a child or young person to manage expectations and solve issues.

Students will evaluate the effectiveness of the mentoring process in facilitation the learning and development of an individual child or young person. The student will reflect on the mentoring process, the feedback given and received, and the two-way communication exchange. The production of the action plan its progression and the developed wellbeing, resilience and sense of accomplishment from the child or young person through the targets mentoring support offered to them.

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. Students 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.

## Unit 7: Promote Positive Behaviour with Children and Young People

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**Level:** 3

**Credit value:** 3

**Guided learning hours:** 15

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### 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 policies 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 student knowledge and understanding in these key areas.

Students will examine the policies and procedures relevant to promoting positive behaviour and consider how the policies support Help Children Achieve More outcomes to feel safe and make positive contributions. The benefits of the consistent application of boundaries and rules by all staff are examined.

Students will investigate the benefits of actively promoting positive aspects of behaviour. 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.

Students 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. Students consider behaviour which should be referred.

Students 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. Students take action to deal with bullying, harassment or oppressive behaviour.

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

## Learning outcomes and assessment criteria

To pass this unit, students need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| 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<br>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<br>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<br>2.2 Demonstrate ways of establishing ground rules with children and young people which underpin appropriate behaviour and respect for others<br>2.3 Demonstrate strategies for promoting positive behaviour according to the policies and procedures of the setting<br>2.4 Demonstrate realistic, consistent and supportive responses to children and young people's behaviour<br>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  |
|---|--|
| <p>3. Be able to manage inappropriate behaviour</p>   | <p>3.1 Demonstrate strategies for minimising disruption through inappropriate behaviour of children and young people</p> <p>3.2 Demonstrate strategies for managing inappropriate behaviour according to the policies and procedures of the setting</p> <p>3.3 Apply rules and boundaries consistently and fairly, according to the age, needs and abilities of children and young people</p> <p>3.4 Provide support for colleagues to deal with inappropriate behaviour of children and young people</p> <p>3.5 Explain the sorts of behaviour or discipline problems that should be referred to others and to whom these should be referred</p>  |
| <p>4. Be able to respond to challenging behaviour</p> | <p>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</p> <p>4.2 Use agreed strategies for dealing with challenging behaviour according to the policies and procedures of the setting</p> <p>4.3 Assess and manage risks to own and others' safety when dealing with challenging behaviour</p> <p>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</p> <p>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</p> |

| Learning outcomes  | Assessment criteria  |
|--|--|
| <p>5. Be able to contribute to reviews of behaviour and behaviour policies</p> | <p>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</p> <p>5.2 Demonstrate ways of supporting children and young people with behavioural difficulties to identify and agree behaviour targets</p> <p>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</p> <p>5.4 Provide clear and considered feedback on the effectiveness of behaviour management strategies to inform policy review and development</p> |

## Unit content

### What needs to be learned

#### Learning outcome 1: Understand policies and procedures for promoting children and young people's positive behaviour

##### 1A Policies and procedures of the setting

- Different policies, e.g. behaviour, health and safety, code of conduct, rewards and sanctions, dealing with conflict and inappropriate behaviour, anti-bullying, attendance.
- Reference to other policies and procedures, e.g. health and safety, child protection.
- Restorative justice.

##### 1B How policies support children and young people

- Help Children Achieve More outcomes.
- To feel safe, e.g. inappropriate behaviour is consistently responded to.
- Making a positive contribution, e.g. involvement in setting ground rules.
- Developing social and emotional skills, e.g. positive behaviour rewarded, adults model appropriate behaviour.

##### 1C Benefits of applying boundaries and rules

- Need to know boundaries and what is expected.
- Benefits, e.g. children and young people respond positively to consistent responses of adults, children and young people are confused by inconsistencies, gives all adults in school the same status, encourages good behaviour management in school, supports a positive learning environment.

#### Learning outcome 2: Be able to promote positive behaviour

##### 2A Encouraging and rewarding positive behaviour

- Benefits, e.g. children and young people more likely to repeat behaviour which is recognised/praised/rewarded.
- Behaviourist theory of BF Skinner.

##### 2B Establishing ground rules

- Involving children and young people in devising school or classroom rules.
- Ways, e.g. brainstorm, vote to decide rules, agree rules, display in classroom; encourages taking responsibility for actions.

## What needs to be learned

### 2C Promoting positive behaviour

- Strategies, e.g. building trusting relationships, being consistent, recognising children and young people's positive behaviour/effort, giving clear directions; ensuring children and young people know why they are being rewarded.

### 2D Supportive responses to behaviour

- Expectations according to age/stage of development, e.g. physical development, social and emotional development, cognitive development.
- Sanctions realistic to age/stage of development.

### 2E Role model

- Children and young people copy adults.
- Unrealistic to expect children and young people to behave positively if adults behave inappropriately.

## Learning outcome 3: Be able to manage inappropriate behaviour

### 3A Minimising disruption

- Strategies, e.g. maintaining professional relationship, applying rules and sanctions, repeating directions calmly, intervening early, using time out if agreed strategy.

### 3B Inappropriate behaviour

- Types, e.g. speech, writing, non-verbal behaviour, physical abuse.
- Actions, e.g. using agreed behaviour management strategies, using agreed sanctions, sending for additional help if needed; removing items that are being used inappropriately.

### 3C Applying rules and boundaries

- Realistic expectations according to age/stage of development.
- Responses appropriate to individual needs of child, e.g. Attention Deficit Hyperactivity Disorder (ADHD), Asperger's syndrome.

### 3D Support for colleagues

- Behaviour management, e.g. act spontaneously if alone, offer to support colleagues, back up colleagues if required.

### 3E Behaviour and discipline problems for referral

- Situations, e.g. when children and young people are a danger to themselves and/or others, dealing with a difficult situation alone, dealing with an unpredictable situation/child or young person.
- Referral to others within school, e.g. SENCO, other teachers or members of support staff, head teacher or deputy head, educational psychologist.

## What needs to be learned

### Learning outcome 4: Be able to respond to challenging behaviour

#### 4A Recognising triggers and taking action

- Action, e.g. observing children and young people's behaviour, referencing to individual behaviour plan/behaviour support plan.
- Knowledge of child or young person's triggers.
- Avoiding triggers.

#### 4B Dealing with challenging behaviour

- Types of behaviour, e.g. verbal abuse, physical abuse, illegal behaviour destructive behaviour.
- Awareness of factors affecting child or young person's behaviour, e.g. transitions, family influences, health-related factors.
- Behaviour support plans/individual behaviour plans.

#### 4C Assessing and managing risk

- Ways, e.g. following risk assessment procedures of school, managing risks to self and others, following health and safety policy of school, following guidelines for the use of restraint.

#### 4D Identifying triggers

- Processes, e.g. keeping a record/log of triggers, reporting triggers to others, involving special educational needs coordinator (SENCO), speaking to child or young person /removing child or young person from situation if distress is observed, discussing with child or young person situations they find difficult.

#### 4E Bullying, harassment or oppressive behaviour

- Bullying, e.g. physical attacks, playground name calling, taunts, email, texts or hurtful comments through social networking sites.
- Action, e.g. immediate, following policy and procedure of school.

### Learning outcome 5: Be able to contribute to reviews of behaviour and behaviour policies

#### 5A Reviewing behaviour

- Support, e.g. helping children and young people recognise triggers, discussing consequences of behaviour, empowering children and young people, use of restorative justice.

## What needs to be learned

### **5B Identifying and agreeing behaviour targets**

- Behaviour plans, e.g. 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.

### **5C Reviewing behaviour policies**

- Policies, e.g. bullying, attendance, rewards and sanctions, all staff involvement, all systems in school evaluated, outcomes considered.

### **5D Effectiveness of behaviour management strategies**

- Reviewing, e.g. monitoring and recording, based on data, evaluated against outcomes.

## Essential information for teachers and assessors

### Essential resources

Students will need access to a work placement or be employed in work with children and young people to provide the evidence required this unit. Students will need examples of school policies and procedures relevant to promoting children and young people's positive behaviour.

### Assessment

The following assessment 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. Direct assessor observation would be a suitable assessment method.

It is expected that this unit will be assessed in a real working environment, where evidence is naturally occurring and collected over a period of time.

This unit is internally assessed. To pass this unit, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context, it should draw on learning from the unit and be designed in a way that enables students to meet all the assessment criteria. Centres are responsible for deciding on the assessment activities that will enable students to produce valid, sufficient, authentic and appropriate evidence.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that students meet all learning outcomes and assessment criteria over a period of time. It should be clear in the *Placement Experience Assessment Workbook* where each learning outcome and assessment criterion has been covered and achieved.

Students should use the *Placement Experience Assessment Workbook* provided to document their evidence for this unit using evidence gathered during their placement. A recommended assessment approach is given below. Centres are free to create their own assessment as long as they are confident it enables students to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

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.

Students 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 students 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 student:

**For learning outcome 1**, students will summarise the policies and procedures used in the setting to promote positive behaviour. They will evaluate how these policies and procedures support children and young people to feel safe, to make a positive contribution, to develop social and emotional skills, and to understand expectations and limits. Students will explain the benefits of all staff consistently and fairly applying the boundaries and rules of behaviour within the setting. Students will consider rewards and sanctions, dealing with conflict and inappropriate behaviour, and anti-bullying procedures. Students should consider confusion caused by inconsistency and how to promote a positive learning environment for all. Students may produce this evidence as an information document for a magazine on promoting positive behaviour in a setting.

**For learning outcome 2**, students will explain the benefits of actively promoting positive aspects of behaviour. Students may link to evidence collected for learning outcome of this unit to support their response for this part of learning outcome 2.

Students will effectively role model the standards of behaviour expected of children, young people and adults within the setting, demonstrating ways of establishing ground rules and applying strategies for promoting positive behaviour that are realistic, consistent and supportive for children and young people in line with the policies and procedures of the setting. Students will need to be directly observed in the setting by their teacher/assessor applying positive behaviour or gather witness statements that details the behaviour demonstrated.

**For learning outcome 3**, students will demonstrate strategies for minimising disruption through inappropriate behaviour according to policies and procedures of the setting. They will apply rules and boundaries consistently and fairly to meet the age, needs, and abilities of the children and young people. Students will provide support for colleagues to deal with the inappropriate behaviour of children and young people. Students may link this section with work gathered for learning outcome 2 on being a good role model and applying positive behaviour. Students will be directly observed in practice applying positive behaviour management skills as required or will need to gather witness statements to demonstrate their skills and competencies of dealing with behaviour and role-modelling positive behaviours.

Students will explain the behaviour or discipline problems that should be referred to others. They will consider who will be the best person to refer the behaviour to, e.g. the SENDCO, teacher, Learning Mentor, Parent, Other professional, or outside agency.

**For learning outcome 4**, students will use strategies for dealing with challenging behaviours including recognising the patterns and triggers of challenging behaviour, and assess the action to take to pre-empt, divert or diffuse potential flashpoints in accordance with the policies and procedures of the setting.

Students will assess and manage the risks to their safety and the safety of others when dealing with challenging behaviour and support children and young people to identify the situations and circumstances that trigger inappropriate behavioural responses, supporting children and young people to avoid this from happening.

Students will need to recognise and take immediate action to deal with any bullying, harassment, or oppressive behaviour following the policies and procedures of the setting. Students may refer to information gathered for learning outcomes 2 and 3 of this unit in supporting dealing with challenging behaviour and supporting positive behaviour when responding to these requirements. Students will be assessed in the setting by direct observation from their teacher/assessor or by gathering witness statements that detail how they have demonstrated the competencies of this learning outcome.

**For learning outcome 5**, students will demonstrate different ways of supporting children and young people to review their behaviour and the impact they have on others, themselves, and their environment; they will support behavioural difficulties to identify and agree on behavioural targets.

Students will use their knowledge of promoting positive behaviour to contribute to reviews of behaviour policies, including bullying, attendance, and the effectiveness of rewards and sanctions. They will provide clear and considered feedback on the effectiveness of behavioural management strategies to inform policy review and development. Students may use information from meetings, reviews, and staff development activities to support their evidence for this part of the learning outcome. They will need to ensure they cover all points of criterion 5.3 to achieve this competency. Evidence may be provided by direct observation and or witness statements.

## Unit 8: Support the Social, Emotional, Mental Health and Wellbeing of Children and Young People

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|-------------------------------|----|
| <b>Level:</b>                 | 3  |
| <b>Credit value:</b>          | 4  |
| <b>Guided learning hours:</b> | 25 |

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### 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 social, emotional, mental health and wellbeing difficulties by developing a supportive, sympathetic relationship, providing consistency and helping them to make appropriate choices. 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 social and emotional and the setting's approaches to supporting mental health and wellbeing.

In this unit students will investigate the influences on social, emotional, mental health and wellbeing development of children and young people.

Students explore influences that can impact on the social and emotional development for children and young people.

Students will demonstrate their ability to support the children and young people with social and emotional development needs.

They will show they can support children and young people with social and emotional development needs to enable them to develop relationships with others, self-reliance, resilience and self-esteem.

## Learning outcomes and assessment criteria

To pass this unit, students need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes   | Assessment criteria  |
|---|--|
| 1. Understand how to identify children and young people's mental ill health in accordance with school policies and procedures | 1.1 Identify school policies and procedures relating to children and young people's mental health and wellbeing<br>1.2 Define the terms mental health and mental ill health<br>1.3 Identify key events and risk factors that make children and young people more likely to experience mental ill health<br>1.4 Identify the signs of possible mental ill health in children and young people   |
| 2. Understand the influences impacting on the social and emotional development of children and young people                   | 2.1 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<br>2.2 Explain the impact of any negative or traumatic home experiences of children and young people on their social and emotional responsiveness<br>2.3 Explain how psychological and psychiatric disorders affecting children and young people may impact on the way in which they relate to others |
| 3. Understand the special educational needs of children and young people with social and emotional development needs          | 3.1 Explain the particular social and emotional development needs of children and young people in the setting<br>3.2 Summarise the individual plans of children and young people with social and emotional development needs with whom they work   |

| Learning outcomes  | Assessment criteria   |
|--|---|
| <p>4. Be able to support children and young people with social and emotional development needs and mental health and wellbeing concerns to develop relationships with others</p> | <p>4.1 Provide opportunities for children and young people with social and emotional development needs and mental health and wellbeing concerns to establish social contacts and relationships with others</p> <p>4.2 Demonstrate ways of encouraging cooperation between children and young people in ways which are appropriate to their age and stage of development</p> <p>4.3 Interact with children, young people and other adults in ways which provide a positive and consistent example of effective interpersonal relationships</p> <p>4.4 Demonstrate strategies for helping rebuild damaged emotional relationships between: children and young people and children or young people and adults</p> <p>4.5 Demonstrate ways of supporting children and young people to review their social and emotional skills and the impact of these on others and themselves</p> |
| <p>5. Be able to support children and young people with social and emotional development needs to develop self-reliance, resilience and self-esteem</p>                          | <p>5.1 Demonstrate ways of encouraging and supporting children and young people with social and emotional development needs to: communicate their feelings, needs and ideas, make their own decisions and accept responsibility for their actions</p> <p>5.2 Provide opportunities for children and young people to develop self-management skills</p> <p>5.3 Demonstrate strategies for recognising and rewarding achievements and efforts towards self-reliance and resilience that are appropriate to children and young people's age, abilities and level of development</p>  |
| <p>6. Be able to observe, record and report concerns about children and young people's mental health and wellbeing</p>   | <p>6.1 Demonstrate how to follow the school's procedures to report own observations and concerns about children and young people's mental health and wellbeing</p> <p>6.2 Identify different professionals and services that children and young people with mental health and wellbeing concerns can be referred to</p>   |

## Unit content

| What needs to be learned  |
|---|
| <b>Learning outcome 1: Understand how to identify children and young people's mental ill health in accordance with school policies and procedures</b>   |
| <b>1A School policies and procedures</b> <ul style="list-style-type: none"><li>• Policies and procedures, e.g. pastoral care policy, child protection policy, mental health and wellbeing policy, prevent policy, child missing education policy, online policy.</li></ul>  |
| <b>1B Defining mental health and mental ill health</b> <ul style="list-style-type: none"><li>• Mental health definition, e.g. emotional, psychological, and social wellbeing, the ability to cope with stress.</li><li>• Mental ill health definition, e.g. an illness that affects that way people think, feel, behave, or interact with others.</li></ul>   |
| <b>1C Key events and risk factors</b> <ul style="list-style-type: none"><li>• Events and factors, e.g. bereavement, trauma, abuse, bullying, discrimination, poverty, long-term illness, domestic violence, divorce, separation, being a carer, parent who has a drug, alcohol or mental health problem.</li></ul>  |
| <b>1D Signs of possible mental health concerns</b> <ul style="list-style-type: none"><li>• Concerns, e.g. changes in mood, personality, reluctance to communicate, anxiety, panic attacks, eating disorders, self-harm.</li></ul>   |
| <b>Learning outcome 2: Understand the influences impacting on the social and emotional development of children and young people</b>   |
| <b>2A Upbringing, home circumstances, and physical and emotional health</b> <ul style="list-style-type: none"><li>• Aspects, e.g. poor attachment, lack of trust, needs unmet, low self-esteem, lack of confidence, withdrawn, isolated, anxious, immature social skills, lack of empathy.</li></ul>  |
| <b>2B Impact of home experiences</b> <ul style="list-style-type: none"><li>• Negative/traumatic home experiences, e.g. parental conflict, neglect, erratic discipline, family breakdown, bereavement, parental mental health problems, parent in prison, abuse.</li><li>• Effects, e.g. depression, anxiety, guilt, helplessness, hopelessness, poor concentration, restlessness, irritability, self-harm, disruption, easily frustrated, aggression, bullying, school refusal.</li></ul> |

## What needs to be learned

### 2C Impact of psychological and psychiatric disorders

- Impact, e.g. 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.

### Learning outcome 3: Understand the special educational needs of children and young people with social and emotional development needs

#### 3A Social and emotional development needs

- Individual needs of children and young people, e.g. those experiencing emotional 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 and young people, e.g. proactive work with parents, motivating teaching and learning experiences, differentiated learning, Individual Education Plan (IEP).
- Correlation with other learning difficulties, e.g. speech, language and communication, additional provision, praise and reward, provide short, achievable targets, minimise distractions, support with transitions.

#### 3B Plans

- Types, e.g. differentiated curriculum plan, Individual Education Plan (IEP):
  - involving the child/young person
  - recording strategies employed to enable the child/young person to progress
  - short-term targets set for or by the child/young person
  - 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.

## What needs to be learned

### **Learning outcome 4: Be able to support children and young people with social and emotional development needs and mental health and wellbeing concerns to develop relationships with others**

#### **4A Providing opportunities**

- Utilising interests of children and young people.
- Activities outside the classroom, e.g. playtime, lunchtime.

#### **4B Encouraging cooperation**

- Setting, e.g. achievable group tasks, providing choices, providing sufficient resources, praising cooperation, encouraging development of skills for peer relationships, supporting conflict resolution.

#### **4C Interactions**

- Role model active listening, e.g. genuine interest.
- Calm consistent approach, focusing on positives.

#### **4D Responding to conflict situations and incidents**

- Following policy and procedures, e.g. maintaining professional relationship, repeating directions calmly, intervening early, using time out, using agreed behaviour management strategies, using agreed sanctions, sending for additional help if needed.

#### **4E Strategies for helping rebuild damaged emotional relationships**

- Strategies, e.g. applying principles of restorative justice, encouraging ownership of problem/s, facilitating dialogue, opportunity for mediation, opportunities in small groups to develop positive supportive relationships with a range of adults.

#### **4F Supporting children and young people to review their social and emotional skills**

- Techniques, e.g. providing opportunity for children and young people to be listened to, encouraging reflection of actions and impact on others, opportunity to learn from mistakes in supportive environment, helping to understand emotions and appropriate responses.

### **Learning outcome 5: Be able to support children and young people with social and emotional development needs to develop self-reliance, resilience and self-esteem**

#### **5A Encouraging and supporting children and young people with social and emotional development needs**

- Techniques, e.g. listening to children and young people, valuing opinions, discussing emotions and considering impact on others, enabling decision making to develop sense of control.

## What needs to be learned

### **5B Supporting children and young people to refocus on personal goals, boundaries and responsibilities following flashpoints**

- Techniques, e.g. non-judgemental response, time to calm down, discussing emotions, discussing strategies to deal with emotions.

### **5C Opportunities for children and young people to develop self-management skills**

- Developing, e.g. personal skills that will help children and young people to organise themselves, exercising choice, decision making, problem-solving, self-expression, general life skills.

### **5D Recognising and rewarding achievements and efforts**

- Strategies, e.g. '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, house points, gold stars for younger children.

## **Learning outcome 6: Be able to observe, record and report concerns about children and young people's mental health and wellbeing**

### **6A School procedures**

- Procedures, e.g. following safeguarding procedures, using school online reporting systems.

### **6B Different professionals and services**

- Professionals and services, e.g. pastoral support worker, SENCO, counsellor, educational psychologist, psychiatrist, child and adolescent mental health services, Young Minds.

## Essential information for teachers and assessors

### Essential resources

Students 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.

### Assessment

Assessment criteria 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3 and 6.1 must be assessed in the workplace. Direct assessor observation would be a suitable assessment method.

It is expected that this unit will be assessed in a real working environment, where evidence is naturally occurring and collected over a period of time.

This unit is internally assessed. To pass this unit, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context, it should draw on learning from the unit and be designed in a way that enables students to meet all the assessment criteria. Centres are responsible for deciding on the assessment activities that will enable students to produce valid, sufficient, authentic and appropriate evidence.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that students meet all learning outcomes and assessment criteria over a period of time. It should be clear in the *Placement Experience Assessment Workbook* where each learning outcome and assessment criterion has been covered and achieved.

Students should use the *Placement Experience Assessment Workbook* provided to document their evidence for this unit using evidence gathered during their placement. A recommended assessment approach is given below. Centres are free to create their own assessment as long as they are confident it enables students to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

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

The assessment for learning outcomes 1, 2 and 3 could be provided by a guidance document produced by the student which they could use for reference in their work with children and young people with behavioural, emotional and social development needs.

**For learning outcome 1**, students will define the terms 'mental health' and 'mental ill health' and will correctly identify all school policies and procedures relating to children and young people's mental health and wellbeing. Students will show they know how to identify signs of possible mental ill health in children and young people and will be able to give relevant examples of key events and risk factors that make children and young people more likely to experience mental ill health. Factors could include, for example, abuse, bullying, discrimination, poverty, being a young carer, or bereavement. Students could produce written evidence as part of mental health and wellbeing alert cards as reminders to new staff joining the setting.

**For learning outcome 2**, students will explain how aspects of upbringing, home circumstances, and physical and emotional health can affect the ability of children and young people to relate to others. They should support their explanation with relevant examples, and make clear links between these factors and children and young people's ability to relate to others. Students will explain the impact of negative or traumatic home experiences on the children and young people's social and emotional responses giving relevant examples, and they will explain how psychological and psychiatric disorders affecting children and young people may impact the way in which they relate to others with clear reasons. Students may continue the health and wellbeing alert cards started in learning outcome 1 of the unit as a way of presenting this information to new staff joining the setting.

**For learning outcome 3**, students will explain the particular social and emotional development needs of two or three children and young people in the setting. They will summarise the individual Education Plans of the children and young people, considering the child's age and stage of development and exploring the different emotional and social needs of children and young people. Students will compare the information for each of the IEPs of their target children or young people.

Students will be assessed directly on workplace performance for assessment criteria 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3 and 6.1. Evidence from the workplace may be provided by witness observations and professional discussions. This will enable students to demonstrate their understanding of how to support children and young people with social and emotional development needs, mental health and wellbeing concerns by providing evidence of the skills developed in their work with children and young people.

**For learning outcome 4**, students will provide appropriate opportunities for children and young people with social and emotional development needs and mental health and wellbeing concerns to establish contacts and relationships with others. They will interact and provide positive and consistent examples of effective interpersonal relationships that will encourage the children and young people to cooperate.

Students will demonstrate appropriate strategies for helping to rebuild damaged social and emotional relationships between children and young people or children and young people and adults. They will support the review of the child's or young person's impact of their social and emotional skills on others and themselves. The student may refer to information gathered for learning outcome 3, reflecting on the IEPs and learning outcome 2 on the factors affecting relationships. Students will need to be assessed in the work setting via direct observation by their teacher/assessor or by gathering witness statements detailing how they have met the competencies of this learning aim.

**For learning outcome 5**, students will demonstrate appropriate ways of encouraging and supporting children and young people with social and emotional development needs to: communicate their feelings, needs and ideas, make their own decisions and accept responsibility for their actions. Students will demonstrate appropriate strategies for recognising and rewarding achievements and efforts towards self-reliance and resilience that are appropriate to children and young people's age, abilities and level of development. They will provide suitable opportunities for children and young people to develop self-management skills. The student may refer to information gathered for learning outcome 3, reflecting on the IEPs and learning outcome 2 on the factors affecting relationships. Students will need to be assessed in the work setting via direct observation by their teacher/assessor or by gathering witness statements detailing how they have met the competencies of this learning aim.

**For learning outcome 6**, students will demonstrate how to follow the schools' procedures to report their own observations and concerns about children and young people's mental health and wellbeing. They will identify different professionals and services that children and young people with mental health concerns can be referred to for support. Students may use information gathered for learning outcome 1 on mental health and wellbeing to support their responses for this learning outcome. Students will need to be assessed in the work setting via direct observation by their teacher/assessor or by gathering witness statements detailing how they have met the competencies of this learning aim.

## Unit 9: Deliver Individual and Small Group Teaching with the Teacher and other Professionals

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**Level:** 3

**Credit value:** 4

**Guided learning hours:** 21

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### Unit introduction

The unit explores the importance of planning and delivering learning activities for individuals and small groups of children and young people in the learning environment. Students will work under the direction of a teacher or other professional to deliver individual and small group teaching.

Students 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 students will be able to support the activities of individual child/young person, of groups of children and young people and effectively contribute to the learning experience of whole classes. Students will be able to engage children and young people in their learning and encourage them to reach, if not exceed, the targets set for their knowledge, understanding or skills acquisition.

Students will also be skilled in monitoring how well children and young people are performing and be able to assess and record child/young person progress to support ongoing improvement and to deliver feedback to children and young people to help them improve.

## Learning outcomes and assessment criteria

To pass this unit, students need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| 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<br>1.2 Explain how the learning activities relate to statutory and non-statutory frameworks for the school curriculum<br>1.3 Plan and prepare learning activities, as directed by the teacher for: individual child/young person and small groups of children and young people<br>1.4 Use knowledge of the children and young people, 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 children and young people's motivation and interest, support and challenge children and young people and gather feedback on children and young people's progress and achievements<br>2.2 Promote and support the inclusion of all children and young people involved in learning activities<br>2.3 Organise and manage learning activities to ensure the safety of children and young people<br>2.4 Work in partnership with the teacher to support learning activities for the whole class |

| Learning outcomes                                  | Assessment criteria  |
|--|--|
| 3. Be able to monitor and assess learning outcomes | 3.1 Monitor children and young people's responses to activities<br>3.2 Demonstrate ways of modifying activities to meet children and young people's needs<br>3.3 Monitor children and young people's participation and progress in learning activities<br>3.4 Use monitoring outcomes to provide children and young people with focused support and feedback<br>3.5 Use a range of assessment techniques to support the evaluation of children and young people's progress in relation to the intended learning outcomes |

## Unit content

| What needs to be learned  |
|---|
| <b>Learning outcome 1: Be able to plan learning activities under the direction of the teacher</b>   |
| <b>1A Objectives, content and intended outcomes</b> <ul style="list-style-type: none"><li>• Range, e.g. learning objectives, knowledge acquisition, skills acquisition, experience, emotional growth, awareness, short- medium- and long-term learning outcomes.</li></ul>  |
| <b>1B Learning activities relating to frameworks</b> <ul style="list-style-type: none"><li>• Frameworks, e.g. statutory, non-statutory, national, local curriculum plans.</li></ul>   |
| <b>1C Planning and preparing learning activities</b> <ul style="list-style-type: none"><li>• Individual child/young person, e.g. individual education plans, personalised learning, learning styles, SMART targets, organising appropriate resources, adapting to individual learning needs.</li><li>• Small groups of children and young people, e.g. learning outcomes, group activities, variety of approaches to teaching and learning, organising appropriate resources, engagement of all children and young people, communication, adapting to group learning needs.</li></ul> |
| <b>1D Contributing to planning partnership working</b> <ul style="list-style-type: none"><li>• Considerations, e.g. child/young person ability, child/young person capability, expectation of children and young people, clarity of roles and responsibilities, identifying short-term goals/targets, long-term goals/targets.</li></ul>  |
| <b>Learning outcome 2: Be able to deliver learning activities</b>   |
| <b>2A Meeting agreed learning objectives and intended outcomes</b> <ul style="list-style-type: none"><li>• Actions, e.g. presenting, explaining the learning objectives, setting the context of the learning, delivering agreed lesson plans, checking child/young person understanding, learning outcomes are met.</li></ul>   |
| <b>2B Maintaining children and young people's motivation and interest</b> <ul style="list-style-type: none"><li>• Ways, e.g. encouraging, enthusing, praising, encouragement for children and young people with low self-esteem, adapting inadequate learning resources, motivation, raising expectations, rewards, sharing learning goals with children and young people.</li><li>• Encouraging and assisting children and young people to express their needs and ideas about their learning, e.g. involving children and young people in self-assessment.</li></ul>                |

## What needs to be learned

### **2C Supporting and challenging children and young people**

- Challenges, e.g. age appropriate, stage appropriate, gifted and talented, requiring specialist support with learning difficulties and/or disabilities/sensory impairment, helping children and young people, stretching children and young people, opportunities for development.

### **2D Feedback on progress and achievements**

- Actions, e.g. asking questions to check understanding, encouraging children and young people to make positive choices about their own learning and take responsibility for their choices, listening, observing, diary, checklist, target children and young people, formal, informal, achievement record, assessment record, benchmarks.

### **2E Promoting and supporting the inclusion**

- Using, e.g. local policies for inclusion and equality of opportunity for children and young people.
- Ensuring local policies are implemented in supporting teaching and learning, giving equality of opportunity.
- Considering, e.g. gender, age, special educational needs, gifted and talented, integration, multicultural.
- Adapting activities, experience and environment, e.g. materials, furniture, access to equipment.

### **2F Organising and managing 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.
- Correct and safe use of equipment and materials.
- Being aware of potential safety issues when taking children and young people out of their usual setting, e.g. reporting concerns or incidents to the teacher, legal and organisational responsibilities for safeguarding children and young people, instructions, routines, procedures.

### **2G Working in partnership with the teacher**

- Understanding and supporting roles of teachers, e.g. communication, resources, activities.
- Procedures, e.g. adapting support strategies as appropriate to individual child/young person needs and/or learning styles recognising problems or obstacles.

## What needs to be learned

### Learning outcome 3: Be able to monitor and assess learning outcomes

#### 3A Monitoring child/young person responses to activities

- Observing, e.g. range of records needed to monitor individuals, groups, whole class, evaluation of engagement with activities, assessment of learning.

#### 3B Demonstrating modifying activities

- Ways, e.g. alternatives, special educational needs, gifted and talented, bilingual/multilingual, adapting language, content, difficulty, range of texts, adaptation of texts, tasks, timeframes, materials, ICT.

#### 3C Monitoring children and young people's participation and progress

- Ways, e.g. supervising, observing, questioning, interacting, discussing with children and young people, listening, measuring, assessment criteria, checklists, test, national, local, subject specific.

#### 3D Using monitoring outcomes for focused support and feedback

- Outcomes, e.g. informed by learning objectives, sharing factors that have hindered progress, constructive feedback, advise.

#### 3E Using a range of assessment techniques in relation to the intended learning outcomes

Range, e.g. formative assessment, using open-ended questions, observing, listening to how children and young people describe their work and their reasoning, checking understanding, self- review of progress, encouraging children and young people to review and comment on their work before handing it in, summative assessment.

## Essential information for teachers and assessors

### Essential resources

As this is a work-based programme, all students 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 students will need an opportunity to participate in a team activity within the teaching and learning environment.

### 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. Direct assessor observation would be a suitable assessment method.

It is expected that this unit will be assessed in a real working environment, where evidence is naturally occurring and collected over a period of time.

This unit is internally assessed. To pass this unit, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context, it should draw on learning from the unit and be designed in a way that enables students to meet all the assessment criteria. Centres are responsible for deciding on the assessment activities that will enable students to produce valid, sufficient, authentic and appropriate evidence.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that students meet all learning outcomes and assessment criteria over a period of time. It should be clear in the *Placement Experience Assessment Workbook* where each learning outcome and assessment criterion has been covered and achieved.

Students should use the *Placement Experience Assessment Workbook* provided to document their evidence for this unit using evidence gathered during their placement. A recommended assessment approach is given below. Centres are free to create their own assessment as long as they are confident it enables students to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

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 children and young people.

Students 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 children and young people and groups of children and young people. Students 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 students have undertaken on their work experience.

**For learning outcome 1**, students will explain the objectives, content, and intended outcomes of learning activities as agreed with the teacher. They will explain how these learning activities relate to statutory and non-statutory frameworks for the school curriculum. Students will plan and prepare at least two learning activities, one for an individual child/young person and one for a small group of children, as directed by the teacher. They will use their knowledge of the children and young people and the curriculum to contribute to the planning partnership to develop the lesson plan.

Evidence for learning outcome 1 this could be presented in the form of conversation records or notes and planning documents or checklists prepared by students. The planning documents will need to demonstrate how students planned to meet individual child/young person or group needs, and how they drew on their own skills and expertise to enrich the learning experience. Students 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 child/young person need. The planning documents will also need to address how students will contribute to the learning activities and include a range of pre-determined questions students may be required to ask children and young people to prompt appropriate responses and further their learning, and also how students will assess attainment at the end of the activity. Students will need to use the documentation of the centre and, where possible, take copies of this documentation for their files to show how they have supported the production of the overall lesson plan. Students will usually gather witness statements for this activity from the teacher they are planning with. Direct observation by the teacher/assessor may also support this activity.

**For learning outcome 2**, students will work in partnership with the teacher to support learning activities for the whole class. They will promote and support the inclusion of all children and young people and organise and manage learning activities to ensure the safety of children and young people. Students will demonstrate the use of teaching and learning methods to meet the agreed learning objectives and intended outcomes, maintain children and young people's motivation and interest, support and challenge children and young people, and gather feedback on children and young people's progress and achievements.

Students will need to refer to the lesson plans developed in learning outcome 1 to support their responses for learning outcome 2. Students will usually gather witness statements for this activity from the teacher. Direct observation by the teacher/assessor may also support this activity.

Learning outcome 2 requires students to demonstrate their use of teaching and learning methods and must be supported by witness statements that verify students 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 student 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.

**For learning outcome 3**, students will demonstrate their skills in monitoring children or young people's responses to activities and show how they used their observations in modifying learning activities to meet the needs of the child or young person. They will monitor the participation and progress of the activity and provide feedback with focused support to the children and young people on their learning activity. Students will use a range of assessment techniques to support the evaluation of the progress of the child or young person in relation to the intended learning outcomes. They may choose to use observation, written questions, achievement of a task or activity, or formative and summative assessment. Students may refer to their work in learning outcome 1 of this unit, the lesson plans to support them with identifying intended learning outcomes. Students may use the setting documentation for recording progress and evaluation of achievement, copies should be gathered where possible to demonstrate the correct completion. Witness statements will also need to be supplied to confirm the accomplishment of this learning outcome. Direct observation by the teacher/assessor may support the achievement of this learning outcome.

The diary could also provide evidence of the professional behaviours required to secure successful completion of learning outcome 3. The diary could be supplemented with checklists students used to support the assessment of children and young people and that illustrate how they adapted the activities, materials or resources as a consequence of child/young person progress. The checklists for individual and groups of children and young people will need to contain a range of assessment techniques that support the evaluation of children and young people's 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 child/young person work that illustrate how individual or groups of children and young people improved the quality of their work or developed their understanding as a consequence of student interventions.

## Unit 10: Support Assessment and Planning of Outcomes for Children and Young People

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

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### Unit introduction

This unit will help students understand how to encourage and support children and young people 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.

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

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

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

## Learning outcomes and assessment criteria

To pass this unit, students need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| 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 children and young people's achievements<br>1.2 Summarise the difference between formative and summative assessment<br>1.3 Explain the characteristics of assessment for learning<br>1.4 Explain the importance and benefits of assessment for learning<br>1.5 Explain how assessment for learning can contribute to planning for future learning carried out by: the teacher, the students 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<br>2.2 Use clear language and examples to discuss and clarify personalised learning goals and criteria for assessing progress with children and young people<br>2.3 Use assessment opportunities and strategies to gain information and make judgements about how well children and young people are participating in activities and the progress they are making<br>2.4 Provide constructive feedback to children and young people to help them understand what they have done well and what they need to develop<br>2.5 Provide opportunities and encouragement for children and young people to improve their work |

| Learning outcomes  | Assessment criteria   |
|--|---|
| <p>3. Be able to support children and young people in reviewing their learning strategies and achievements</p> | <p>3.1 Use information gained from monitoring child/young person participation and progress to help children and young people to review their learning strategies, achievements and future learning needs</p> <p>3.2 Listen carefully to children and young people and positively encourage them to communicate their needs and ideas for future learning</p> <p>3.3 Support children and young people in using peer assessment and self- assessment to evaluate their learning achievements</p> <p>3.4 Support children and young people 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</p> |
| <p>4. Be able to contribute to reviewing assessment for learning</p>   | <p>4.1 Provide feedback to the teacher on: child/young person participation and progress in the learning activities, children and young people’s engagement in and response to assessment for learning and children and young people’s progress in taking responsibility for their own learning</p> <p>4.2 Use the outcomes of assessment for learning to reflect on and improve own contribution to supporting learning</p>  |

## Unit content

| What needs to be learned   |
|--|
| <b>Learning outcome 1: Understand the purpose and characteristics of assessment for learning</b>   |
| <b>1A Compare and contrast roles</b> <ul style="list-style-type: none"><li>• Defined roles, e.g. job descriptions, professional standards, responsibilities, contributions.</li></ul>  |
| <b>1B Formative and summative assessment</b> <ul style="list-style-type: none"><li>• Formative, e.g. informing from work undertaken in lessons, homework.</li><li>• Summative, e.g. measuring progress from term assessments, standardised tests.</li></ul>      |
| <b>1C Characteristics of assessment for learning</b> <ul style="list-style-type: none"><li>• Methods of assessment, e.g. part of learning process, informs achievement, questioning techniques, observation, listening, knowledge acquisition, review.</li></ul> |
| <b>1D Benefits of assessment</b> <ul style="list-style-type: none"><li>• Benefits, e.g. monitoring, engagement, motivation, ownership, informing learning, relevance.</li></ul>  |
| <b>1E Assessment contributes to planning</b> <ul style="list-style-type: none"><li>• Setting learning objectives, giving benchmarks, identifying needs, learning styles.</li></ul>   |
| <b>Learning outcome 2: Be able to use assessment strategies to promote learning</b>  |
| <b>2A Obtaining information</b> <ul style="list-style-type: none"><li>• Schemes of work, e.g. learning objectives, immediate, long term, success criteria, assessment techniques.</li></ul>  |
| <b>2B Personalised learning goals</b> <ul style="list-style-type: none"><li>• Review, e.g. prior learning, individual targets, specific language, skills development, knowledge development, testing child/young person's understanding of targets.</li></ul>    |
| <b>2C Gaining information and making judgements</b> <ul style="list-style-type: none"><li>• Types, e.g. external assessment, internal assessment, peer assessment, self-assessment.</li></ul>  |
| <b>2D Constructive feedback to children and young people</b> <ul style="list-style-type: none"><li>• Techniques, e.g. performance indicators, communicate, inform, positive, praise, constructive criticism, reflection, develop, review.</li></ul>              |
| <b>2E Encouraging children and young people to improve</b> <ul style="list-style-type: none"><li>• Opportunities, e.g. prior learning, consolidating learning, structure, removing barriers to learning, inspire, motivate.</li></ul>                            |

## What needs to be learned

### Learning outcome 3: Be able to support children and young people in reviewing their learning strategies and achievements

#### 3A Using information gained to review strategies

- Monitoring children and young people, e.g. reviewing progress, interacting with children and young people, techniques.
- Expression, e.g. verbal, visual, kinaesthetic.

#### 3B Listening carefully to children and young people and encouraging communication

- Techniques, e.g. enquiry, attention, questioning, value responses, active listening.

#### 3C Peer assessment and self-assessment

- Context of learning.
- Structure, e.g. specific, clear, stage related, mutual respect, collaboration.

#### 3D Reflecting and planning for improvement

- Measuring, evaluating, strengths, areas for improvement, reviewing, supporting children and young people, encouraging child/young person to talk, confidence, learning by doing, SMART targets.

### Learning outcome 4: Be able to contribute to reviewing assessment for learning

#### 4A Providing feedback to the teacher

- Range, e.g. successes, challenges, impact on child/young person participation, impact on child/young person engagement, verbal, written, feedback checklists.

#### 4B Using the outcomes of assessment for learning

- Reviewing, e.g. own experience of supporting child/young person learning, questioning of children and young people.
- Feedback, e.g. given, from children and young people, teacher, responses.
- Strategies, e.g. successful, unsuccessful, alternative.

## Essential information for teachers and assessors

### Essential resources

There are no special resources needed for this unit.

### 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. Direct assessor observation would be a suitable assessment method.

It is expected that this unit will be assessed in a real working environment, where evidence is naturally occurring and collected over a period of time.

This unit is internally assessed. To pass this unit, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context, it should draw on learning from the unit and be designed in a way that enables students to meet all the assessment criteria. Centres are responsible for deciding on the assessment activities that will enable students to produce valid, sufficient, authentic and appropriate evidence.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that students meet all learning outcomes and assessment criteria over a period of time. It should be clear in the *Placement Experience Assessment Workbook* where each learning outcome and assessment criterion has been covered and achieved.

Students should use the *Placement Experience Assessment Workbook* provided to document their evidence for this unit using evidence gathered during their placement. A recommended assessment approach is given below. Centres are free to create their own assessment as long as they are confident it enables students to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

**For learning outcome 1**, students could produce a table to compare and contrast the roles of the teacher and the learning support assistant (TA) in assessing the children and young people's achievements. Students will explain the characteristics, importance, and benefits of assessment for learning. They will summarise the difference between formative and summative assessment and explain how assessment for learning can contribute to the planning for future learning for the students, the learning support practitioner, and the teacher.

**For learning outcome 2**, to support the children and young people during activities, the students will obtain the information required to support assessment for learning, for example schemes of work, lesson plans, long and short-term goals, and assessment techniques.

They will use clear language to discuss and clarify the learning goals and assess progress with the children and young people. They will use assessment opportunities to make judgments about how well the children and young people are progressing and provide constructive feedback to help the children and young people understand what they have done well and what needs further development. They will provide encouragement and opportunities for the children and young people to improve their work. Witness statements will need to be gathered to confirm the accomplishment of this learning outcome. Direct observation by the teacher/assessor may support the achievement of this learning outcome. Students may need to repeat this learning outcome over time to show the development of their skills in supporting children and young people during activities as their skills and knowledge develop. Students may gather information used within *Unit 9: Deliver Individual and Small Group Teaching with the Teacher and other Professionals* (learning outcomes 1 and 2), to support them with this learning outcome as they will have developed lesson plans and worked in partnership with the teacher to support learning.

**For learning outcome 3**, students will listen carefully to the children and young people and encourage them to communicate their needs and ideas for future learning. They will support the children/young people to reflect on their learning and identify the progress made, their strengths and weaknesses, and any emerging learning needs. They will support the children and young people to plan how the child or young person can improve by using peer assessment and self-assessment to evaluate their learning achievements.

Students will use the information gained from monitoring the child/young person's progress to review their learning strategies, achievements, and future learning needs. Students may gather information used within *Unit 9: Deliver Individual and Small Group Teaching with the Teacher and other Professionals* (learning outcome 3) on monitoring, to support their response for this learning outcome. Students will need to gather Witness statements or be directly observed by their teacher/assessor to confirm the achievement of this learning outcome.

**For learning outcome 4**, students will provide feedback to the teacher on the child/young person's participation and progress in the learning activities, the engagement and response to assessment for learning, and the progress the child or young person has made in taking responsibility for their own learning.

Students will use the outcomes of assessment for learning to reflect on and improve their own contribution to supporting learning. Students may gather information from other areas of this unit and information from *Unit 9: Deliver Individual and Small Group Teaching with the Teacher and other Professionals*, to support their response to this learning outcome. Students will need to gather witness statements or be directly observed by their teacher/assessor to confirm the achievement of this learning outcome.

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

The portfolio could tell the story of how the student 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 children and young people. The portfolio could be supported by evidence statements that support student observations about how well children and young people are participating in activities and the progress they made. Students could have examples in their portfolio of self and peer assessment mechanisms used by children and young people. The use of evidence statements will be relevant to recording how students gave constructive feedback to children and young people to help them understand what they did well and what they need to do to improve further.

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

# Unit 11: Support the Development of a Stimulating and Safe Learning Environment for Children and Young People

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

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## 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, policies 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.

Students will develop knowledge, understanding and skills in these key areas required for working in schools. Students 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. Students 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.

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 students to support the development of children and young people's speech, language and communication skills.

Students will explain and understand the importance of speech, language and communication for children and young people's overall development and the benefits of adults supporting their development within the learning environment. Students will develop their understanding of how environments support speech, language and communication and will contribute to maintaining a positive environment that supports this.

Students will use the skills they acquire in all aspects of their work to support access by children and young people to the broader curriculum within the school and their inclusion at play for example.

Students will be able to work with individual or groups of children and young people to develop their skills and use both non-verbal and verbal communication to express themselves.

## Learning outcomes and assessment criteria

To pass this unit, students need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes  | Assessment criteria   |
|--|---|
| <p>1. Understand how to plan and provide environments and services that support children and young people's health and safety</p>  | <p>1.1 Describe the factors to take into account when planning healthy and safe indoor and outdoor environments and services</p> <p>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</p> <p>1.3 Identify sources of current guidance for planning healthy and safe environments and services</p> <p>1.4 Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service</p> |
| <p>2. Understand the importance of speech, language and communication for children and young people's overall development</p>  | <p>2.1 Explain the speech, language and communication needs of children and young people</p> <p>2.2 Explain how speech, language and communication skills support children and young people's learning, emotional, behaviour and social development</p> <p>2.3 Describe the potential impact of speech, language and communication difficulties on the overall development of a child/young person, both currently and in the longer term</p> <p>2.4 Explain how technology can support the development of speech, language and communication</p>       |
| <p>3. Understand the importance and the benefits of adults supporting the speech, language and communication development of the children and young people in own setting</p> | <p>3.1 Explain the ways in which adults can effectively support and extend the speech, language and communication development of children and young people</p> <p>3.2 Explain the relevant positive effects of adult support for the children and young people and their carers</p> <p>3.3 Explain how levels of speech and language development vary between children and young people and needs to be taken into account during transition and planning</p>   |

| Learning outcomes   | Assessment criteria   |
|---|---|
| <p>4. Be able to provide support for the speech, language and communication development of the children and young people in own setting</p> | <p>4.1 Demonstrate providing support taking into account the age, specific need, abilities, home language, interests of the children and young people in own setting</p> <p>4.2 Demonstrate how day-to-day activities including the use of technology within the setting can be used to encourage speech, language and communication development in young children</p> <p>4.3 Demonstrate in own practice how to work with children and young people to develop speech, language and communication on a one-to-one basis and in groups</p> <p>4.4 Evaluate the effectiveness of speech, language and communication support for children and young people in own setting</p> |
| <p>5. Be able to contribute to maintaining a positive environment that supports speech, language and communication</p>                      | <p>5.1 Explain the importance of the environment in supporting speech, language and communication development</p> <p>5.2 Review evidence about the key factors that provide a supportive speech, language and communication environment</p> <p>5.3 Demonstrate how settings use the environment to provide effective support for speech, language and communication for all children and young people</p>   |

## Unit content

| What needs to be learned  |
|---|
| <b>Learning outcome 1: Understand how to plan and provide environments and services that support children and young people's health and safety</b>  |
| <b>1A Planning healthy and safe environments and services</b> <ul style="list-style-type: none"><li>• Factors, e.g. records of age and abilities of those being planned for.</li><li>• Planning indoor and outdoor environments.</li><li>• Identifying specific risks to individual children/young people.</li><li>• Meeting regulatory requirements.</li></ul>   |
| <b>1B Monitoring and maintaining health and safety</b> <ul style="list-style-type: none"><li>• Making others in school aware of risks, hazards and safe working, e.g. staff, parent-helpers, volunteers, visitors.</li><li>• Health and safety responsibilities.</li><li>• Delivering safety education, e.g. 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.</li></ul>  |
| <b>1C Guidance</b> <ul style="list-style-type: none"><li>• Sources, e.g. Health and Safety Executive, Department for Education, St John Ambulance, the British Red Cross, British Standards Institute (BSI).</li></ul>  |
| <b>1D Health and safety legislation, policies and procedures</b> <ul style="list-style-type: none"><li>• Current legislation, e.g. home country, health and safety legislation, health and safety regulations relating to young persons, fire precautions in the workplace regulations, care standards legislation, control of substances hazardous to health regulations, reporting of injuries, diseases and dangerous occurrences regulation, health and safety first aid regulations, food handling regulations, personal protective equipment at work regulations, legislation relating to children.</li><li>• Policies required, e.g. health and safety, risk assessment, child protection.</li></ul> |
| <b>Learning outcome 2: Understand the importance of speech, language and communication for children and young people's overall development</b>  |
| <b>2A Explaining the speech, language and communication needs of children and young people</b> <ul style="list-style-type: none"><li>• 0–5, e.g.:<ul style="list-style-type: none"><li>○ verbal communication, voice tone, sound patterns, repetition, rhyme, alliteration, naming familiar objects</li><li>○ non-verbal communication – eye contact, facial expression, hand gestures, pointing</li></ul></li></ul>  |

## What needs to be learned

- social interactions, opportunities to follow simple instructions
- use of resources, working with parents/carers within boundaries of own role.
- 5–11, e.g.:
  - 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
  - working with parents and carers within boundaries of own role.
- 11–16, e.g.:
  - verbal communication, discussion
  - checking understanding – summarising, joining in social interactions
  - supporting – interest in personal, social news, awareness of social networking sites, rapport, trust, openness, praise, support, working with parents, carers within boundaries of own role.
- 16–19:
  - communication, e.g. active listening, reflecting back, body language, open questions, non-judgemental, empathy, understanding, shared decisions, consulting, negotiating, discussing, sharing opinions, involving parents and carers as appropriate within boundaries of own role.

### **2B Explaining how speech, language and communication skills support development**

- Ways, e.g. communication, listening, literacy, understanding, expression, explanation, discussion, instructions, interaction, empathy, care, expectations, relationships.

### **2C Describing speech, language and communication difficulties**

- Impact, e.g. 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, e.g. visual, hearing, motor.
- Difficulties, e.g. understanding information, expressing themselves, understanding what others are saying, making friends or relating to adults.
- Inability to access the curriculum.

## What needs to be learned

### **2D Technology support in the development of speech, language and communication**

- Methods, e.g. interactive whiteboards, communication books, apps for learning.

### **Learning outcome 3: Understand the importance and the benefits of adults supporting the speech, language and communication development of the children and young people in own setting**

#### **3A Adults support development**

- Ways, e.g. naming familiar objects, non-verbal communication, use of resources, picture books, treasure baskets, story sacks, 'telephone', nursery rhymes, music, songs, dance.

#### **3B Positive effects for children, young people and their carers**

- Range, e.g. 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.

#### **3C Varied levels of speech and language development**

- Variations, e.g. personalised targets, outcomes, timeframes, individual, group need, medical, social, educational.

### **Learning outcome 4: Be able to provide support for the speech, language and communication development of the children and young people in own setting**

#### **4A Providing support**

- Models, e.g. stimulating visual environment, opportunities for play, discussion, first hand experiences, scaffolding children and young people'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.

#### **4B Day-to-day activities including technology use**

- Range, e.g. structured activities, opportunities for self-expression, discussion, interaction with peers, parents, teachers, other adults, opportunities for one to one conversation, adapting own language style to age, stage of development.
- Technology use, e.g. tablets, audio books, specific SEN software.

## What needs to be learned

### 4C Own practice

- Encouraging children and young people's participation in making decisions and choices, negotiating with children and young people according to age and stage of development, supporting children and young people's development of thinking skills, listening to children and young people and maintaining children and young people's interest, monitoring children and young people's progress, referral to others.
- Adapting strategies for different learning needs and styles.
- Supporting positive relationships between children and young people and other adults in the setting.

### 4D Effectiveness of speech, language and communication support

- Tools, e.g. records, record keeping systems, observation, checklists, discussion, assessments, team meetings, staff meetings, parent/carer liaison, multi-agency groups within boundaries of own role.
- Documents, e.g. 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, Help Children Achieve More.

## Learning outcome 5: Be able to contribute to maintaining a positive environment that supports speech, language and communication

### 5A Importance of the environment

- Learning environment, displays, lighting, sound levels, comfort, learning activities, range of resources, visual stimuli, sensory stimuli, audio stimuli, sound, relationships.

### 5B Key factors

- Factors, e.g. physical environment, roles and responsibilities, training, development needs, appropriate involvement of others, records, development norms, cultural factors, individual needs, attitudes, behaviours.

### 5C Settings provide support for speech, language and communication with children and young people

- Factors, e.g. 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 children and young people as appropriate, age, ethnicity, needs and abilities, bilingual or multilingual settings; conducive learning environment.

## Essential information for teachers and assessors

### Essential resources

Students 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. Students 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 students need an opportunity to participate in a team activity within the teaching and learning environment.

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

### Assessment

Assessment criteria 4.1, 4.2, 4.3, 4.4, 5.1, 5.2 and 5.3 must be assessed in the workplace. Direct assessor observation would be a suitable assessment method.

It is expected that this unit will be assessed in a real working environment, where evidence is naturally occurring and collected over a period of time.

This unit is internally assessed. To pass this unit, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context, it should draw on learning from the unit and be designed in a way that enables students to meet all the assessment criteria. Centres are responsible for deciding on the assessment activities that will enable students to produce valid, sufficient, authentic and appropriate evidence.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that students meet all learning outcomes and assessment criteria over a period of time. It should be clear in the *Placement Experience Assessment Workbook* where each learning outcome and assessment criterion has been covered and achieved.

Students should use the *Placement Experience Assessment Workbook* provided to document their evidence for this unit using evidence gathered during their placement. A recommended assessment approach is given below. Centres are free to create their own assessment as long as they are confident it enables students to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

**For learning outcome 1**, students will explain how health and safety requirements are monitored and maintained in the work setting and how people are made aware of risks and hazards and encouraged to work safely. Students will explain how current health and safety legislation, policies, and procedures are implemented in their setting.

Students will identify sources of current guidance for planning healthy and safe indoor and outdoor environments and services and give a concise description of the factors to consider. Students may use documentation from their setting to support their responses to this learning outcome, e.g. policies and procedures or Risk assessment documentation. All paperwork used from the setting should be annotated and clearly describe how it is used in practice by the student. Centre documentation should be correctly authenticated.

For learning outcome 1, students 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.

**For learning outcome 2**, students may choose to build the response around a case study of a child or young person; it may be someone they have worked with. The students will explain the speech, language, and communication needs of the child or young person. They will explain how speech, language, and communication skills support emotional, behavioural, and social development, and they will describe the potential impact of communication, speech, and language difficulties on the overall development of the child both in the short and long term. The students will explain how technology can support the development of a child or young person's speech, language, and communication. Students using a known child or young person should ensure the identity of the child remains anonymous, and it is important the child or young person's name is changed. Students may need to seek the support of the teacher to identify a suitable case study. The teacher/assessor could provide a case study to the student to support the needs of this learning outcome.

Students 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 students and develop student 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 students understand the regulation, the assessment frameworks and need for early recognition and intervention.

**For learning outcome 3**, students will explain different ways adults can effectively support and extend the speech, language, and communication development of children starting school. They will explain the positive effects of adult support for children and young people and their parents/carers. Students will explain how levels of speech and language development vary between children entering school and how this must be taken into account during settling in and planning.

Students could create a briefing paper or presentation for delivery to a small group of professionals likely to be involved in working with children and young people in their working environment, or to a new member of staff. This task will provide opportunities for students 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 3 could be delivered using a case study of children/young people from their workplace setting that is then developed to address learning outcomes 4 and 5. 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 children and young people 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 students worked within the day-to-day activities of the setting to encourage speech, language and communication development in children and young people on a one-to-one basis, in groups, with others to support child/young person participation and equality of access and with children and young people in inclusive situations. The portfolio should include evidence of how students evaluated the effectiveness of speech, language and communication support delivered and they could evidence this in the form of a diary or log.

**For learning outcome 4**, students will evaluate the effectiveness of speech, language, and communication support for children and young people in their own settings. students may audio record their explanation. Students will demonstrate how to work on a one-to-one basis and in groups to develop speech, language, and communication skills for children and young people. They will provide support to children and young people, considering the age, specific needs, abilities, home language, and interests of the children and young people. They will demonstrate how the use of technology within the setting can encourage speech, language, and communication development in day-to-day activities for children and young people. Students will need to gather witness statements or be directly observed in practice to achieve this learning outcome. Students may use some of the information gathered for *Unit 9: Deliver Individual and Small Group Teaching with the Teacher and Other Professionals*, to support their response to this learning outcome.

**For learning outcome 5**, students will explain the importance of the environment in supporting speech, language, and communication development and review evidence about the key factors that provide a supportive speech language and communication environment. Students may audio record their explanation.

Students will demonstrate how they use the environment to effectively support speech, language, and communication skills for all children and young people. Students may link this part of the learning outcome with evidence gathered for learning outcome 3, where they demonstrated how to work in a one-to-one and group situation to promote speech language and communication skills. Students will need to be assessed in the work setting and will need to gather witness statements or be directly observed for this part of the learning outcomes achievement.

The students 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. Students 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 students review evidence about the key factors that make up a supportive environment. Learning outcome 5 could also be evidenced by a demonstration of how to create an environment that encourages and supports speech, language and communication development for children and young people. This could be observed and assessed by other professionals in the setting or by the work-based assessor.

## Unit 12: Support Enrichment Activities for Children and Young People

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

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### Unit introduction

This unit is suitable for students who support children and young people during learning and enrichment 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, students will complete a self-assessment in relation to their work in supporting teaching and learning. Students 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. Students will demonstrate providing agreed support and feeding back to the teacher about progress made by the children and young people. Students will need the opportunity to contribute to supporting teaching and learning in a setting. The learning activities may be for individual children and young people, groups of children and young people, or the whole teaching group. They could take place within the classroom environment or involve working with children and young people 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 students are able to deliver learning support within learning environments including the preparation, provision, assessment and evaluation of appropriate learning and enrichment activities. Students will investigate different approaches to supporting teaching and learning and will need to relate them to the developmental needs of children and young people.

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

In this unit students 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

To pass this unit, students need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes   | Assessment criteria  |
|---|--|
| 1. Be able to contribute to planning learning and enrichment activities | 1.1 Explain how a learning support practitioner may contribute to the planning, delivery and review of learning activities<br>1.2 Evaluate own strengths and weaknesses in relation to supporting learning and enrichment activities and how these may impact on the support that can be provided<br>1.3 Use knowledge of the children and young people and curriculum to contribute to the teacher's planning<br>1.4 Offer constructive suggestions for own role in supporting planned learning and enrichment activities<br>1.5 Identify and obtain the information required to support learning and enrichment activities |
| 2. Be able to prepare for learning and enrichment activities            | 2.1 Select and prepare the resources required for the planned learning and enrichment activities<br>2.2 Develop and adapt resources to meet the needs of children and young people<br>2.3 Ensure the learning environment meets relevant health, safety, security and access requirements  |

| Learning outcomes  | Assessment criteria  |
|--|--|
| 3. Be able to support learning and enrichment activities                                 | 3.1 Select and demonstrate learning support strategies to meet the needs of children and young people<br>3.2 Explain how social organisation and relationships may affect the learning process<br>3.3 Give attention to children and young people in a way that balances the needs of individuals and the group as a whole<br>3.4 Demonstrate ways of encouraging students to take responsibility for their own learning<br>3.5 Demonstrate ways of supporting children and young people to develop: literacy skills, numeracy skills, ICT skills and problem-solving skills<br>3.6 Explain the sorts of problems that might occur when supporting learning and enrichment activities and how to deal with these |
| 4. Be able to observe and report on children and young people participation and progress | 4.1 Apply skills and techniques for monitoring children and young people's response to learning and enrichment activities<br>4.2 Assess how well children and young people are participating in activities and the progress they are making<br>4.3 Record observations and assessments of child/young person participation and progress in the required format   |
| 5. Be able to contribute to the evaluation of learning and enrichment activities         | 5.1 Explain the importance of evaluating learning and enrichment activities<br>5.2 Use the outcomes of observations and assessments to: provide feedback to children and young people on progress made, provide the teacher with constructive feedback on the learning activities, provide the teacher with feedback on children and young people's 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<br>6.2 Develop a plan to improve own knowledge, understanding and skills in literacy, numeracy and ICT   |

## Unit content

| <b>What needs to be learned</b>   |
|---|
| <b>Learning outcome 1: Be able to contribute to planning learning and enrichment activities</b>   |
| <b>1A Planning, delivery and review</b> <ul style="list-style-type: none"><li>• Importance of planning, e.g. development of plans.</li><li>• Aims and objectives of learning and enrichment activities, e.g. agreeing support required by the teacher, strategies to use when supporting individuals or groups.</li></ul>   |
| <b>1B Strengths and weaknesses</b> <ul style="list-style-type: none"><li>• Factors, e.g. advice to and from colleagues, expectations and requirements within own role and responsibility, boundaries of own role and competence.</li></ul>  |
| <b>1C Contributing to the teacher's planning</b> <ul style="list-style-type: none"><li>• Knowledge of children and young people, e.g. learning levels, capability, individual learning plans, learning outcomes, curriculum content.</li></ul>  |
| <b>1D Suggestions for own role</b> <ul style="list-style-type: none"><li>• Suggestions, e.g. adapting resources, own behaviour, communication for learning and enrichment activities as appropriate.</li></ul>  |
| <b>1E Identifying and obtaining information</b> <ul style="list-style-type: none"><li>• Range, e.g. relevant school curriculum, age-related expectations of children and young people, teaching and learning objectives, learning resources, own role in supporting the learning and enrichment activities, additional needs of children and young people.</li></ul>  |
| <b>Learning outcome 2: Be able to prepare for learning and enrichment activities</b>  |
| <b>2A Selecting and preparing resources</b> <ul style="list-style-type: none"><li>• Furniture and equipment needed, e.g. materials, equipment (including ICT), software, books, other written materials.</li></ul>  |
| <b>2B Developing and adapting resources</b> <ul style="list-style-type: none"><li>• Resources, e.g. materials appropriate to the age range, ability, need.</li></ul>  |
| <b>2C Health, safety, security and access</b> <ul style="list-style-type: none"><li>• Requirements, e.g. safety concerns or issues, taking account of the needs of all children and young people, including those with additional or special needs, location and contents of first aid box, fire extinguishers, fire blankets, emergency alarms and exits.</li><li>• 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.</li></ul> |

## What needs to be learned

### Learning outcome 3: Be able to support learning and enrichment activities

#### 3A Support strategies

- Strategies, e.g. creating a positive learning environment, managing behaviour, encouraging group cohesion and collaborative learning, prompting shy or reticent children and young people to ask questions, checking understanding, translating or explaining words and phrases, reminding children and young people of teaching points, modelling correct use of language and vocabulary, ensuring children and young people understand, helping children and young people to use resources relevant to the learning activity, modifying or adapting activities, providing individual attention, reassurance and help with learning tasks.

#### 3B Social organisation and relationships

- Through, e.g. child/young person grouping, group development, group dynamics, adult interaction, response to children and young people, behaviour, how own role and responsibilities relate to other colleagues, developing positive relationships.
- Using appropriate interpersonal and collaborative skills, e.g. valuing diversity and multiculturalism, recognising the right of others to have differing opinions or ideas.

#### 3C Balance needs of individuals and group

- Being aware, e.g. of needs of individual children and young people and groups, one-to-one interactions, interactions with groups.

#### 3D Taking responsibility for own learning

- Expectations, e.g. developmental stages, of students.
- Physical influences, e.g. genetic, sensory impairment, puberty.
- Special needs, e.g. gifted and talented children and young people, bilingual/multilingual children and young people, children and young people with disabilities.

#### 3E Supporting children and young people to develop skills

- Techniques, e.g. reading with confidence, fluency and understanding, using and applying numeracy to practical tasks, using and copying ICT software, approaches to finding solutions.

#### 3F Dealing with problems

- Problems, e.g. confidence, lack of knowledge, development, emotional, physical.
- Managing problems, e.g. using learning and enrichment activities, learning resources, learning environment, assessment.

| What needs to be learned  |
|---|
| <b>Learning outcome 4: Be able to observe and report on children and young people participation and progress</b>  |
| <p><b>4A Applying skills and techniques for monitoring child/young person responses to learning activities</b></p> <ul style="list-style-type: none"> <li>• Methods of recording, e.g. event samples, checklist, target child/ren and young person/people, questioning, explaining and instructing before observing, objectivity, checking findings with others.</li> </ul> <p><b>4B Assessing children and young people in activities and monitoring progress</b></p> <ul style="list-style-type: none"> <li>• Monitoring, e.g. knowledge of assessment criteria, knowledge of child/young person needs, progress, contributing to supporting assessment of children and young people, identifying individual needs.</li> </ul> <p><b>4C Recording observations and assessments</b></p> <ul style="list-style-type: none"> <li>• Range, e.g. records needed to monitor individual and groups of children and young people, reporting and recording information accurately, record keeping systems and procedures, assessment of learning.</li> </ul> |
| <b>Learning outcome 5: Be able to contribute to the evaluation of learning and enrichment activities</b>  |
| <p><b>5A Evaluating learning and enrichment activities</b></p> <ul style="list-style-type: none"> <li>• Judgements, e.g. reasons, evidence base, contribution to planning and learning process.</li> </ul> <p><b>5B Outcomes of observations and assessments</b></p> <ul style="list-style-type: none"> <li>• Uses, e.g. providing feedback to children and young people, identification of difficulties and challenges, using assessment strategies to improve learning and supporting children and young people to review, providing the teacher with feedback on children and young people's participation and progress, keeping colleagues informed, confidentiality and exchange of information.</li> <li>• Reflecting on and improving own practice, e.g. identifying skills and areas for improvement, individual development plan, seeking advice from a professional colleague, feedback on competence and performance, appraisal.</li> </ul>  |
| <b>Learning outcome 6: Be able to evaluate own practice in relation to supporting literacy, numeracy and ICT</b>  |
| <p><b>6A Impact on practice</b></p> <ul style="list-style-type: none"> <li>• Interpreting own understanding of learning materials, e.g. recognising how own knowledge has supported learning or hindered the development of appropriate learning and enrichment activities.</li> </ul>  |

## What needs to be learned

### 6B Plan to improve

- Planning based on, e.g., 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 information for teachers and assessors

### Essential resources

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

### 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. Direct assessor observation would be a suitable assessment method.

It is expected that this unit will be assessed in a real working environment, where evidence is naturally occurring and collected over a period of time.

This unit is internally assessed. To pass this unit, the evidence that students present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

The assessment for this unit should be set in a specific organisational context, it should draw on learning from the unit and be designed in a way that enables students to meet all the assessment criteria. Centres are responsible for deciding on the assessment activities that will enable students to produce valid, sufficient, authentic and appropriate evidence.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that students meet all learning outcomes and assessment criteria over a period of time. It should be clear in the *Placement Experience Assessment Workbook* where each learning outcome and assessment criterion has been covered and achieved.

Students should use the *Placement Experience Assessment Workbook* provided to document their evidence for this unit using evidence gathered during their placement. A recommended assessment approach is given below. Centres are free to create their own assessment as long as they are confident it enables students to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

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 student's development over the duration of the programme.

**For learning outcome 1**, students will use their knowledge of the children and young people and curriculum to contribute to the teacher's planning. They will identify and obtain the information required to support learning and enrichment activities, they will explain how a learning support practitioner (TA) contributes to the planning, delivery, and review of learning activities, and offer constructive suggestions for their own role in supporting planned learning and enrichment activities. Students will evaluate their own strengths and weaknesses in relation to supporting learning and enrichment activities and how these may impact the support that can be provided.

Students will need to use the documentation of the centre and, where possible, take copies of this documentation for their files to show how they have supported the production of the overall lesson plan. Students will usually gather witness statements for this activity from the teacher they are planning with. Direct observation by the teacher/assessor may also support this activity.

Learning outcome 1 should be met early in the unit delivery, when students have some experience of working to support learning and enrichment. Students 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 teacher discussion supported by written evidence in which the individual also sets out how they contribute to the planning, delivery and review of learning and enrichment activities. Some elements of learning outcome 1 could be evidenced by witness statements.

**For learning outcome 2**, students will select and prepare the resources required for the planned learning activities and enrichment activities; they will develop and adapt resources appropriately to meet the needs of children and young people and ensure the learning environment meets the requirements for health, safety, security, and access. Students will need to demonstrate how they have adapted resources to meet the needs of the children and young people and they may need to include copies of changes made or detailed descriptions of the changes they made. The students will need to gather witness statements or have a direct observation of their achievement of skills and competencies for this learning outcome.

**For learning outcome 3**, students will select and demonstrate suitable learning support strategies to meet the needs of children and young people, supporting them to develop literacy skills, numeracy skills, ICT skills, and problem-solving skills, and take responsibility for their own learning. Students will give attention to children and young people in a way that balances the needs of the individuals with those of the group. The students will need to gather witness statements or have a direct observation of their achievement of skills and competencies for this learning outcome. Students may draw on information gathered for *Unit 9: Deliver Individual and Small Group Teaching with the Teacher and other Professionals*, to support their response.

Students will explain the sorts of problems that might occur when supporting learning and enrichment activities and how to deal with these. They will explain how social organisation and relationships may affect the learning process, with relevant reasons. Students may explain this section as an audio recording. Using the activities they are completing and demonstrating for this unit to support their explanation. Students will need to gather witness statements or have a direct observation from their teacher/assessor to confirm their competency for this unit.

**For learning outcome 4**, students will apply their skills and techniques for monitoring children and young people's responses to learning enrichment activities. They will complete observations and use assessments to review the progress and participation of the children and young people. Students may draw on evidence gathered for *Unit 9: Deliver Individual and Small Group Teaching with the Teacher and other Professionals* (learning outcome 3), to support their work for this learning outcome. Students will need to gather witness statements or have a direct observation from their teacher/assessor to confirm their competency for this unit.

**For learning outcome 5**, students will explain the importance of evaluation learning and enrichment activities. Students may draw on the information they have gathered for *Unit 9: Deliver Individual and Small Group Teaching with the Teacher and other Professionals*, to support their response to this learning outcome.

Students will need to use the outcomes from observations and assessments undertaken in learning outcome 4 of this unit to provide feedback to children and young people on progress made, provide the teacher with constructive feedback on the learning activities, provide the teacher with feedback on children and young people's participation and progress and reflect on and improve own practice in supporting learning activities. Students will need to gather witness statements or be directly observed by the teacher/assessor providing the feedback as described. The student may need to provide multiple opportunities for observation by the teacher/assessor to achieve all the points detailed for AC5.2.

Learning outcomes 2, 3, 4 and 5 require students to demonstrate, discuss and explain how their contribution to supporting teaching and learning has benefited individual children and young people support. 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 child/young person support participation and progress and how they were used to improve practice.

**For learning outcome 6**, students will develop a plan to improve their own knowledge, understanding, and skills in literacy, numeracy, and ICT. They will evaluate how their knowledge, understanding, and skills in literacy, numeracy, and ICT impacts on their practice. Students may add to their development plan devised in *Unit 4: Reflect on Own Practice and Identify Professional Development Opportunities*.

Learning outcome 6 cannot be achieved until students 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, students should be encouraged to maintain the anonymity of team members where examples from work experience are being used.

# 11 Appeals

Centres must have a policy for dealing with appeals from students . Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a lead internal verifier or other member of the programme team. The assessment plan should allow time for potential appeals after students have been given assessment decisions.

Centres must document all students' appeals and their resolutions. Further information on the appeals process can be found in the document *Internal assessment in vocational qualifications reviews and appeals policy*, available on our website.

# 12 Malpractice

## Dealing with malpractice in assessment

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Malpractice refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by students, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on students, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by students, please see Pearson's *Centre Guidance: Dealing with malpractice and maladministration*, available on our website.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Students must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice and maladministration* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples. It details the penalties and sanctions that may be imposed.

In the interests of students and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Student malpractice

The head of centre is required to report incidents of suspected student malpractice that occur during Pearson qualifications. We ask centres to complete *JCQ Form M1* ([www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) and email it with any accompanying documents (signed statements from the student, invigilator, copies of evidence, etc.) to the Investigations Processing team at [candidatmalpractice@pearson.com](mailto:candidatmalpractice@pearson.com). The responsibility for determining appropriate sanctions or penalties to be imposed on student lies with Pearson.

Students must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Students found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

## Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a *JCQ Form M2* (downloadable from [www.jcq.org.uk/malpractice](http://www.jcq.org.uk/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released, or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

## Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- requiring centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of students
- placing temporary suspensions on registration of students
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of students and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the *JCQ Appeals booklet* ([www.jcq.org.uk/exams-office/appeals](http://www.jcq.org.uk/exams-office/appeals)).

# 13 Further information and publications

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/contact-us.html](https://qualifications.pearson.com/en/contact-us.html).
- Books, software and online resources for UK schools and colleges: [www.pearsonschoolsandcolleges.co.uk](http://www.pearsonschoolsandcolleges.co.uk).
- Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

All centres offering external assessments must comply with the Joint Council for Qualifications (JCQ) document *Instructions for conducting examinations*.

Further documents that support the information in this specification:

- *Access arrangements and reasonable adjustments* (JCQ)
- *A guide to the special consideration process* (JCQ)
- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)
- *UK information manual* (updated annually and available in hard copy) **or** *Entries and information manual* (available online) (Pearson)
- *Distance learning and assessment policy* (Pearson).

## Publisher information

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Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

# 14 Glossary

## General terminology used in specification

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| Term                           | Description   |
|--------------------------------|---|
| Level                          | Units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.  |
| Credit value                   | All unit(s) in this qualification have a credit value. The minimum credit value is 1 and credits can be awarded in whole numbers only.  |
| Guided learning hours (GLH)    | This indicates the number of hours of activities that directly or immediately involve teachers and assessors in teaching, supervising, and invigilating students, for example lectures, tutorials, online instruction and supervised study. Units may vary in size.   |
| Total Qualification Time (TQT) | This indicates the total number of hours that a typical student will take to complete the qualification. This is in terms of both guided learning hours and unguided learning; for example, private study, time spent in the workplace to master skills.  |
| Learning outcomes              | The learning outcomes of a unit set out what a student knows, understands or is able to do as the result of a process of learning.  |
| Assessment criteria            | The assessment criteria specify the standard a student is required to meet to achieve a learning outcome.   |
| Unit content                   | This section sets out the required teaching content of the unit and specifies the knowledge, skills and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable students to achieve each learning outcome and to meet the standard determined by the assessment criteria. |
| Summative assessment           | Assessment that takes place after the programme of learning has taken place.  |
| Valid assessment               | The assessment assesses the skills or knowledge/understanding in the most sensible, direct way to measure what it is intended to measure.   |
| Reliable assessment            | The assessment is consistent and the agreed approach delivers the correct results on different days for the same students and different cohorts of students.  |

# Annexe A – Assessment Principles

## Teaching Assessment Qualifications Assessment Principles

### 1. Introduction

- 1.1 This document sets out those principles and approaches to unit/qualification assessment. The information is intended to support the quality assurance of this qualification. It should also be read alongside individual unit assessment requirements where appropriate.
- 1.2 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence.

### 2. Assessment Principles

- 2.1 Assessment decisions for competence-based assessment criteria must be made in a real work environment by an occupationally competent assessor.
- 2.2 Assessment decisions for competence-based learning outcomes must be made by an assessor qualified to make competency assessment decisions.
- 2.3 Competence-based assessment must include direct observation as the **main** source of evidence.
- 2.4 Given the nature of work with children and their families, which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an Expert Witness testimony as a source of evidence in the workplace. Expert witnesses can be drawn from experienced individuals who can attest to the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies. This may prove particularly important for those learners who work unsupervised, but who have contact with a range of different professionals in the course of their work activities.

Expert witnesses must only be used for observation where they have occupational expertise for specialist areas, or the observation is of a particularly sensitive nature. It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the testimony provided by an expert witness when making summative assessment decisions.

- 2.5 Assessment of knowledge-based assessment criteria may take place in or outside of a real work environment.
- 2.6 Assessment decisions for knowledge-based assessment criteria must be made by an assessor that is occupationally competent, knowledgeable and qualified to make assessment decisions.

### 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 competent and knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

### 4. Definitions

4.1 Competence-based assessment criteria:

These are criteria that use terms such as demonstrate, recognise, apply, interact, show, support, provide, work, discuss or use.

4.2 Specialist areas:

A specialist is a person who has a particular skill or knows a lot about a particular subject or a person who specialises in or devotes themselves to a particular area of activity, field of research, etc.

4.3 Knowledge-based assessment criteria:

These are criteria using terms such as identify, outline, explain, analyse, assess, describe, summarise or evaluate.

4.4 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 through clearly demonstrable continuing learning and professional development.

4.5 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding and be able to assess this in units designed to test specific knowledge and understanding. Occupational competence should be maintained through ongoing, clearly demonstrable learning and professional development.

### 5. Expert Witness

Evidence from expert witnesses must meet the tests of validity, reliability and authenticity. Expert witnesses will need to demonstrate:

- they have a working knowledge of the units on which their expertise is based
- they are occupationally competent in their area of expertise
- they have **either** a qualification in assessment of workplace performance **or** a professional work role which involves evaluating the everyday practice of staff
- they have current or recent (within the last 2 years) experience of working at or above the level for which they are attesting competence
- they undertake appropriate, continuous professional development relevant to the sector for which they are attesting competence
- they have no conflict of interest in the outcome of the evidence.

## Appendix 1

### List of acceptable qualifications

Teachers/tutors delivering knowledge criteria will need to hold or be working towards a teaching qualification – examples of acceptable qualifications are:

- Qualified Teacher Status (QTS) / Qualified Teacher Learning and Skills (QTLS)
- Certificate in Education in Post Compulsory Education (PCE)
- Certificate in Post Graduate Certificate in Education (PGCE)
- Social Work Post Qualifying Award in Practice Teaching
- Certificate in Teaching in the Lifelong Learning Sector (CTLTS)
- Diploma in Teaching in the Lifelong Learning sector (DTLLS).

Assessors of competence assessment criteria must hold or be working towards an assessor qualification – examples of acceptable qualifications are:

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
- QCF level 3 Award in Understanding the Principles and Practices of Assessment
- QCF Level 3 Award in Assessing Competence in the Work Environment
- QCF Level 3 Award in Assessing Vocationally Related Achievement
- QCF Level 3 Certificate in Assessing Vocational Achievement (CAVA).

Internal verifiers must hold or be working towards a verifier qualification – examples of acceptable qualifications are:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practices (RQF)
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.



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