

# **Edexcel BTEC Level 3 Award, Certificate and Diploma in Voluntary Work in Educational Settings (QCF)**

## **Specification**

BTEC specialist qualification

First teaching October 2012

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## Purpose of this specification

This specification has been developed to provide delivery centres, tutors and assessors with the information needed to successfully deliver the Edexcel BTEC Level 3 Award, Certificate and Diploma in Voluntary Work in Educational Settings (QCF).

This new suite of qualifications has been developed with [schoolswork.co.uk](http://schoolswork.co.uk), a national network supporting voluntary work in schools. The qualifications aim to equip those who serve schools in this way with the knowledge, understanding and skills required to support the learning and development of children and young people as they progress through the educational system, and to bring added value through the contribution of those who volunteer in this way.

In particular, this specification sets out:

- each qualification's objectives
- any other qualification which a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- the units which a learner must have completed before the qualification will be awarded and any optional routes
- other requirements which a learner must have satisfied before they can be assessed or before the qualification will be awarded
- the knowledge, skills and understanding which will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- specimen materials
- specified levels of attainment.



# 1 Introducing BTEC Specialist qualifications

## What are BTEC Specialist qualifications?

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BTEC Specialist qualifications are qualifications from Entry to Level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications and are available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. They also provide career development opportunities for those already in work. These qualifications may be taken as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

There are three sizes of BTEC Specialist qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit is based on:

- one credit for every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

## 2 Qualification summary and key information

Qualification title	Edexcel BTEC Level 3 Award in Voluntary Work in Educational Settings (QCF)
QCF Qualification Number (QN)	600/6199/6
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/10/2012
Age range that the qualification is approved for	18+
Credit value	7
Assessment	Centre-devised assessment (internal assessment).
Guided learning hours	45
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see Section 9, Access and Recruitment). For this qualification, to work with children, young people and vulnerable adults, effective communication skills are essential.

Qualification title	Edexcel BTEC Level 3 Certificate in Voluntary Work in Educational Settings (QCF)
QCF Qualification Number (QN)	600/6200/9
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/10/2012
Age range that the qualification is approved for	18+
Credit value	20
Assessment	Centre-devised assessment (internal assessment).
Guided learning hours	100
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see Section 9, Access and Recruitment). For this qualification, to work with children, young people and vulnerable adults, effective communication skills are essential.

<b>Qualification title</b>	<b>Edexcel BTEC Level 3 Diploma in Voluntary Work in Educational Settings (QCF)</b>
QCF Qualification Number (QN)	600/6201/0
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/10/2012
Age range that the qualification is approved for	18+
Credit value	Minimum of 37
Assessment	Centre-devised assessment (internal assessment)
Guided learning hours	197–224
Grading information	The qualification and units are at pass grade
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Edexcel Access and Recruitment policy (see section 9, Access and Recruitment). For this qualification, it is recommended that in order to work with children, young people and vulnerable adults, effective communication skills are essential.

## QCF qualification title and Qualification Number

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Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, QN and URNs are on learners' final certification documentation. Learners need to know this when they are recruited by the centre and registered with Edexcel. Further information about certification is in the Edexcel Information Manual on our website, [www.edexcel.com/iwantto/Pages/info-manual.aspx](http://www.edexcel.com/iwantto/Pages/info-manual.aspx)

## Objectives of the qualifications

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The Edexcel BTEC Level 3 Award, Certificate and Diploma in Voluntary Work in Educational Settings (QCF) are for learners who work in, or who want to work in, educational settings as volunteers.

These qualifications give learners the opportunity to:

- develop knowledge related to voluntary work in educational settings
- develop skills in teaching, youth work, social pedagogy and/or chaplaincy
- learn about the range of educational settings and the variety of ways in which volunteers can add value to the learning and development of children and young people
- achieve a nationally-recognised Level 3 qualification
- develop their own personal growth and engagement in learning.

The Level 3 Award in Voluntary Work in Educational Settings is for learners who are new to this work and who wish to understand the basic principles and how schools work. It is suitable for those who might be undertaking such work during a gap year or working as a volunteer, part time or occasionally, with an organisation outside of school.

The Level 3 Certificate in Voluntary Work in Educational Settings is for learners who have no other qualification in education and who wish to work in schools, colleges or academies as a volunteer. They will normally be employed by an organisation outside of the school, referred to in this document as an 'employing agency'. This qualification will help to give learners the essential skills needed to undertake this form of work in schools, colleges or academies. Learners will probably be volunteers or paid employees who are planning to develop their skills and knowledge for a career in this area.

The Level 3 Diploma in Voluntary Work in Educational Settings is for learners who have passed the Certificate and who wish to progress in their learning. It will appeal to learners who may be considering a career in teaching and learning, youth work, or spiritual development and chaplaincy work in schools. Learners will probably be regular team members or team leaders for volunteers working in educational settings and may well be considering progression into management or to a higher education qualification.

## Progression opportunities through Edexcel qualifications

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Learners who have achieved the Award can progress on to the Certificate in Voluntary Work in Educational Settings. Likewise, learners who have achieved the Certificate can progress on to the Diploma in Voluntary Work in Educational Settings. The Diploma has various optional units which will help prepare learners to then progress into youth work, teaching or chaplaincy work. See *Annexe A progression opportunities* for further information.

## Industry support and recognition

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These qualifications are supported by the Learning and Skills Improvement Service (LSIS), the Standards Setting Body for learning and skills.

## Relationship with National Occupational Standards

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These qualifications relate to the National Occupational Standards in *Supporting Teaching and Learning*, and the National Occupational Standards in *Youth Work*. They also relate to the Professional Standards for *Schools (Voluntary Support) Work*. These were developed with the Lifelong Learning UK Community Learning and Development Panel, the Training and Development Agency and with input from employers and senior practitioners from across the four nations of the United Kingdom. They were approved by the field in the spring of 2011.

The mapping documents in *Annexe B* show the links between the units within this qualification and the relevant professional and National Occupational Standards.

## 3 Centre resource requirements

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

### General resource requirements

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- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support delivery and assessment. Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure there is continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

### Specific resource requirements

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As well as the general requirements above, there are specific resource requirements that centres must meet for the following units: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14.

#### **Resources required**

These units need the learner to engage in voluntary service practice and to have a Criminal Records Bureau Enhanced Disclosure or appropriate safeguarding clearance to indicate that they are 'not unsafe to work with children, young people and/or vulnerable adult'. Educational settings may require their own systems to be used for safeguarding clearance, in addition to the policies and practice of the employing agency.

These units will also require a supervisory tutor to support placement learning, and it is important to note that for their own safety, and the safety of others, volunteers should not be left unsupervised at any time.

**Criminal Records Bureau Enhanced Disclosure:** The Criminal Records Bureau (CRB) helps employers in England and Wales make safer recruitment decisions. A number of roles, especially those involving children or vulnerable adults, are subject to a criminal record check. The aim of the CRB is to help protect children and vulnerable adults by providing a service to support organisations recruiting people into positions of trust. Individuals asked to apply for a CRB check can find information about the process on the government's website for public services:  
[www.direct.gov.uk](http://www.direct.gov.uk)

## 4 Qualification structures

### Edexcel BTEC Level 3 Award in Voluntary Work in Educational Settings (QCF)

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The learner will need to meet the requirements outlined in the box below before Edexcel can award the qualification.

Minimum number of credits that must be achieved	7
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Unit	URN	Mandatory units	Level	Credit	GLH
5	F/504/1554	Principles of Working as a Volunteer in Educational Settings	3	4	30
8	A/601/3326	Schools as Organisations	3	3	15

### Edexcel BTEC Level 3 Certificate in Voluntary Work in Educational Settings (QCF)

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The learner will need to meet the requirements outlined in the box below before Edexcel can award the qualification.

Minimum number of credits that must be achieved	20
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Unit	URN	Mandatory units	Level	Credit	GLH
2	F/601/3327	Communication and Professional Relationships with Children, Young People and Adults	3	2	10
5	F/504/1554	Principles of Working as a Volunteer in Educational Settings	3	4	30
6	A/601/4069	Promote Children and Young People's Positive Behaviour	3	3	15
8	A/601/3326	Schools as Organisations	3	3	15
14	L/504/1542	Working as a Volunteer in Educational Settings	3	8	30

## Edexcel BTEC Level 3 Diploma in Voluntary Work in Educational Settings (QCF)

The learner will need to meet the requirements outlined in the table below before Edexcel can award the qualification.

Minimum number of credits that must be achieved	37
Number of optional credits that must be achieved	13

Unit	URN	Mandatory units	Level	Credit	GLH
2	F/601/3327	Communication and Professional Relationships with Children, Young People and Adults	3	2	10
5	F/504/1554	Principles of Working as a Volunteer in Educational Settings	3	4	30
6	A/601/4069	Promote Children and Young People's Positive Behaviour	3	3	15
8	A/601/3326	Schools as Organisations	3	3	15
12	L/601/1693	Understand Child and Young Person Development	3	4	30
14	L/504/1542	Working as a Volunteer in Educational Settings	3	8	30
Unit	URN	Optional units	Level	Credit	GLH
1	J/504/1538	Chaplaincy in Educational Settings	3	9	45
3	T/601/1381	Facilitate the Learning and Development of Children and Young People through Mentoring	3	4	30
4	Y/503/0642	Learning Styles and their Role in Learning and Achievement	3	7	49
7	F/504/1540	Promoting Spiritual and Moral Development in Educational Settings	3	4	25
9	D/601/8325	Support Children and Young People during Transitions in their Lives	3	4	18
10	J/601/7718	Support Teaching and Learning in a Curriculum Area	3	3	12
11	J/504/1541	Supporting Young People to Enter Employment, Education or Training	3	3	22
13	R/602/6387	Understanding Intervention Strategies in Youth Work Settings	3	6	45

## 5 Assessment

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

Units	Assessment method
All units	Centre-devised assessment

### Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria (see *Annexe E*).

Centres need to write assignment briefs for the learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must also meet any additional requirements in the *Information for tutors* section of the unit.

Unless otherwise indicated within *Information for tutors*, the centre can decide what form assessment evidence will take (eg performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

Opportunities to link the delivery and assessment of units with other units should also be encouraged to avoid over assessment.

Further guidance about internal assessment is on the Edexcel website.

## 6 Recognising prior learning and achievement

### Recognition of Prior Learning

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

Edexcel encourages centres to recognise learners' 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 the policy document *Recognition of Prior Learning Policy*, which is on the Edexcel website.

### Credit transfer

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Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve units with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of unit achievement.

## 7 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Edexcel uses quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Edexcel quality assurance model will follow the process listed below:

- an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
- lead internal verifier accreditation. This involves online training and standardisation of lead internal verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include lead internal verifier accreditation. Where this is the case, we will annually allocate a standards verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the UK BTEC Quality Assurance Handbook on our website, [www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)

## 8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that current legislation is taught when it is part of a unit.

## 9 Access and recruitment

Edexcel's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 10, Access to qualifications for learners with disabilities or specific needs*.

## 10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Edexcel's Equality Policy requires that all learners should have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

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

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Details on how to make adjustments for learners with protected characteristics are given in the *Reasonable Adjustment and Special Considerations Policy for Edexcel Vocational Qualifications*, which is on our website, [www.edexcel.com/Policies](http://www.edexcel.com/Policies).

# 11 Units

## Unit format

Units have the following sections.

## Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

## Unit reference number

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

## QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF level descriptors inform the allocation of the level.

## Credit value

When a learner achieves a unit, they gain the specified number of credits.

## Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

## Unit aim

This gives a summary of what the unit aims to do.

## Assessment requirements

This section lists any specialist assessment requirements, in line with SSB guidance and assessment strategies, needed to deliver the unit. The centre will be asked to make sure that these are in place when it seeks approval from Edexcel to offer the qualification.

## Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

## Assessment criteria

The assessment criteria specify the standard required by the learner to achieve the learning outcome.

## Unit amplification

This section gives further clarification on what a learner needs to know to achieve a learning outcome. Information in brackets gives exemplification for specific areas of knowledge.

## Information for tutors

This section gives tutors information on delivery and assessment. It usually contains the following subsections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Indicative resource materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites. The indicative resources are included for guidance only and centres are advised to use resources that best meet their needs.

Explanation of terms

**Educational settings:** can refer to schools or colleges; it can refer to both privately-funded (public) and state-funded education, and also to events and activities onsite and offsite, eg a field trip, a visit to a town hall, for example a visit to a place of worship. In educational settings, voluntary work can refer to formal and informal learning activities or situations. In this document, 'school' should be taken to mean schools, colleges or any educational setting.

**Formal learning:** generally refers to educational activity that falls within the remit of the legal duty of the school or college. It includes lessons, work that relates directly to the curriculum being delivered, learning that takes place as a result of extra-curricular activities and collective worship events.

**Informal learning:** generally refers to learning that takes place with individuals or groups of children and young people outside school time, through conversations or activities that prompt them to think about and reflect on events or experiences. Informal learning could take place, for example, in breakfast clubs, lunchtime clubs, after-school clubs, detached work, pastoral support, pre-exclusion groups.

**Employing agency:** refers to the organisation or group which manages the work of the volunteer as they go into educational settings. The term 'volunteers' includes those who may be paid by the agency and those who may be working as volunteers for the agency. It also includes those who may work all of their time, part of their time or in their spare time for the agency. Legally, and for insurance purposes, such people are considered to be employed. The employing agency is required to have policies and procedures in place for the work undertaken with vulnerable groups, including children. This includes clear, well-managed arrangements for safeguarding.

**Special note to centres:** legally, in England, 'child' refers to someone between the ages of 0 and 18. For the purposes of this suite of qualifications, 'child' refers to someone in formal education up to the age of 11, 'young person' refers to someone age 11 and upwards, normally through to 19 but extended to 25 years of age for those with special needs.

# Unit 1: Chaplaincy in Educational Settings

**Unit reference number:** J/504/1538

**QCF level:** 3

**Credit value:** 9

**Guided learning hours:** 45

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## Unit aim

This unit enables learners to understand the range of chaplaincy models possible within educational settings and to apply this understanding to their own setting and practice. Analysis of the chaplaincy needs in an educational setting will lead on to learning about the management of time and priorities and the performance of ceremonial duties. The unit focuses on the coordination of events and the skills of enabling all those in an educational setting to have time and space to reflect on their involvement, and any issues they may face. The unit will help learners to establish boundaries and enable them to understand appropriate referral procedures, promotion, development and evaluation of the work of chaplaincy.

For those learners wishing to follow the chaplaincy pathway in the Diploma, it is recommended that this unit be taken alongside *Unit 7: Promoting Spiritual and Moral Development in Educational Settings*.

## Assessment requirements

This unit requires assessment in the workplace.

Learners must have a current Criminal Records Bureau Enhanced Disclosure and the employing agency must consider them to be 'not unfit to practise with children, young people and/or vulnerable adults'.

Any voluntary work practice should be in an appropriate educational setting and must be supervised by a qualified member of staff employed within that educational setting.

Voluntary work practice may be observed for assessment purposes. This can be captured and reflected through evidence such as witness statements, observation records, expert witness testimony and supported by products of learner work, reflective accounts and professional discussion. Any voluntary support work carried out by a learner must be supervised.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria	Unit amplification
1	Know how different models of chaplaincy can add value	1.1 Describe chaplaincy in educational settings	<ul style="list-style-type: none"> <li><input type="checkbox"/> Chaplaincy: as in 'Models' below.</li> <li><input type="checkbox"/> Educational setting: school, academy, faith academy, college, faith school, church school, free school, location of extra-curricular formal education such as a town hall, church or place of worship, local library.</li> </ul>
		1.2 Identify different models of chaplaincy	<ul style="list-style-type: none"> <li><input type="checkbox"/> Models: ordained minister of religion with additional responsibility, full-time employed chaplain, part-time employed chaplain, chaplaincy in church schools, part-time voluntary chaplaincy, locally available people to support with problems/crises, occasional visitor, faith-based and non-faith-based models, multi-faith models.</li> </ul>
	1.3 Describe how chaplaincy can add value within educational settings	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adding value: extra pair of hands in crises, listening ear, creating space for reflection, bringing in support services, supporting spiritual and moral development.</li> </ul>	
2	Understand the role of a chaplain	2.1 Differentiate between ordained chaplains and those who undertake a chaplaincy-style role	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ordained chaplains: ordination, training for priesthood/ministry, leadership within a faith organisation, vocation within education.</li> <li><input type="checkbox"/> Chaplaincy-style workers: non-ordained, fulfilling key roles, undertaking traditional chaplaincy activity with or without the name.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	2.2 Compare chaplaincy role with those of pastoral staff	<ul style="list-style-type: none"> <li><input type="checkbox"/> Chaplaincy activities: setting-wide role, ceremonial events, crises, advocacy, signposting of services, creating reflective space, providing opportunities to reflect.</li> <li><input type="checkbox"/> Pastoral staff: normally employed within the educational setting, clear job description, agreed workload, supervision processes in place, targeted support for children and young people.</li> </ul>
	2.3 Explain work boundaries of a chaplain	<ul style="list-style-type: none"> <li><input type="checkbox"/> Boundaries: respecting personal wishes, confidentiality, referring on for counselling, daily programme/time constraints, respecting other faith/no-faith positions.</li> </ul>
	2.4 Explain the key skills of a chaplain	<ul style="list-style-type: none"> <li><input type="checkbox"/> Key skills: organisation-wide service, person-centred care and support, pastoral, advocacy, commissioning events and activities, creating time and space for reflection, managing time and priorities, able to say 'no'.</li> </ul>
3 Be able to work as a chaplain	3.1 Analyse the chaplaincy needs in an educational setting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Chaplaincy needs: 'sacred space', 'sacred place', prayer room(s), supporting children and young people, supporting staff, supporting parents/carers, advocacy, ceremonial duties.</li> </ul>
	3.2 Support children, young people and adults in educational settings	<ul style="list-style-type: none"> <li><input type="checkbox"/> Supporting children, young people and adults: conversations, discussions, active listening, appropriate meetings, providing support, enabling reflection, providing faith activities where requested.</li> </ul>
	3.3 Perform ceremonial and setting-wide duties	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ceremonial duties: leading corporate acts such as memorial services, participating in major events such as prize giving.</li> <li><input type="checkbox"/> Setting wide: supporting major incidents, pastoral care of groups, being available to all, equality of service to all.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	3.4 Co-ordinate chaplaincy events	<ul style="list-style-type: none"> <li><input type="checkbox"/> Chaplaincy event: reflection, prayer space, worship event, drop-in.</li> <li><input type="checkbox"/> Coordinating: arranging for visitors, commissioning events, agreeing plans with senior management team, liaising within educational setting.</li> </ul>
	3.5 Engage the local community with the educational setting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Local community: school neighbours, local organisations, appropriate services such as drug and alcohol abuse charities.</li> <li><input type="checkbox"/> Engaging: commissioning and building relationships with the local community, providing information from the local community and to the local community.</li> </ul>
	3.6 Demonstrate appropriate referral procedures within educational settings	<ul style="list-style-type: none"> <li><input type="checkbox"/> Referral procedures: sideways to colleagues in the educational setting who have responsibility for the issues, upwards to year managers or senior management team, outwards to external agencies who could provide support.</li> <li><input type="checkbox"/> Appropriate: as laid down in the policies of the educational setting or the employing agency.</li> </ul>
4 Be able to reflect and develop chaplaincy	4.1 Evaluate chaplaincy work	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluating: measuring the impact of chaplaincy through personal responses and measuring the quantity and value of contacts, observations from senior staff, critical reflection on work undertaken.</li> </ul>
	4.2 Recognise accountability structures within an educational setting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Accountability structures: relationship to head teacher, principal, senior management team, responsibility to staff and children and young people, relationship with parents/carers and local community.</li> </ul>
	4.3 Summarise ways in which the chaplaincy could be developed	<ul style="list-style-type: none"> <li><input type="checkbox"/> Methods of development: ideas developed from reflection on current activity.</li> </ul>

## Information for tutors

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### Delivery

It is helpful to adopt a holistic approach to both delivery and assessment. This reinforces links between the different aspects of learning and teaching and reduces the risk of repeated teaching and assessment.

It is recommended that the delivery of this unit runs concurrently with the delivery of *Unit 7: Promoting Spiritual and Moral Development in Educational Settings*, as the work of chaplains is often closely allied with the promotion of spiritual and moral development.

Wherever possible, unit content should be related to learners' own situations and experiences. Tutors should emphasise the links with current professional standards, such as the *Schools (Voluntary Support) Work* standards found on the [schoolswork.co.uk](http://schoolswork.co.uk) website and the National Occupational Standards for *Supporting Teaching and Learning*, which can be found on the Government's Department for Education website ([www.education.gov.uk/schools/careers/traininganddevelopment/staff/standards/b00203854/nos-for-stl](http://www.education.gov.uk/schools/careers/traininganddevelopment/staff/standards/b00203854/nos-for-stl)).

At the beginning of the unit, time can be given to discussing assessment activities, the links between units, the use of practice as a part of the learning process and the use of evidence from the workplace.

### Suggested learning activities

The suggested learning activities below are designed to enable the learner to meet the learning outcomes (Los). It is recommended that centres use a variety of learning activities for example tutor input, group work, whole-group discussions, video/DVD clips, role play, simulation games, observation, interviews and visiting specialists. These suggestions are for guidance only and it is recommended that centres adapt Edexcel suggestions to meet local needs and resources.

- Tutor input on different models of chaplaincy, based on pre-learning event research, with learners bringing in models from practice. Group has to agree definition of chaplaincy. Learners research how chaplaincy can add value within educational settings (LO 1).
- Tutor session with visiting speakers, one an ordained chaplain and the other someone who undertakes chaplaincy style activity. Session includes comparing chaplaincy roles with other staff and the work which is undertaken. Learners shadow a chaplain within an educational setting in order to learn about boundaries and key skills. Tutor input on needs analysis and time management (LO 2; LO 3).
- Tutor input and group discussion on evaluation tools, accountability structures and ways in which chaplaincy could be developed (LO 4).

### Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

To avoid duplication assessment for this unit must take into consideration the assessment of *Unit 7: Promoting Spiritual and Moral Development in Educational Settings*.

Through this unit, learners will demonstrate the knowledge, understanding and skills required when undertaking chaplaincy work in educational settings.

## **Suggested assessment activities to meet learning outcomes and assessment criteria**

The suggested assessment activities below cover the criteria in the assessment grid. These are for guidance only and it is recommended that centres either adapt them to meet local needs and resources or write their own assessments. They should enable learners to produce a portfolio of evidence that will meet the requirements of the qualification.

From these suggested activities, learners would be expected to produce a portfolio of evidence, which might include: observations, reflections, presentations (video or audio recorded), reports, posters, mindmaps, and other appropriate evidence to meet the assessment criteria.

### **Suggested Activities**

- Learners design a web page for the educational setting, or the employing agency, describing chaplaincy in educational settings, different models and how chaplaincy can add value and the key skills required (LO 1: AC 1.1, 1.2, 1.3; LO 2: AC 2.4).
- Learners prepare job adverts for a national trade paper or journal, one for an ordained chaplain and one for someone undertaking chaplaincy-style work (LO 2: AC 2.1). Learners prepare protocol papers for their work in the educational setting, detailing their relationship with pastoral staff, the boundaries of their work and the accountability structures that they work within (LO 2: AC 2.2, 2.3; LO 4: AC 4.2).
- Learners prepare and present a needs analysis of their educational setting using the NAOMIE planning tool (LO 3: AC 3.1). Learners undertake chaplaincy work and provide three reflective records of occasions when they have given support to a child, young person or adult, one of which must include details of referral (LO 3: AC 3.2, 3.6). Learners submit a reflective record of a ceremonial duty, a chaplaincy event and an engagement with the local community (LO 3: AC 3.3, 3.4, 3.5). The educational setting should provide a witness statement on the work of the chaplain in support, ceremonial, community and referral activity (LO 3: AC 3.2, 3.3, 3.4, 3.5, 3.6). Learners undertake supervision with an employing agency, which will submit an observation of one of the activities and a general report on learners' work (LO 3: AC 3.2, 3.3, 3.4, 3.5, 3.6).
- Learners prepare a report on their work in an educational setting across a term/six weeks, which will include an evaluation and ways in which the chaplaincy could be developed (LO 4: AC 4.1, 4.3).

### **Indicative resource materials**

#### **Textbooks**

Luxmoore N – *Listening to Young People in School, Youth Work and Counselling* (Jessica Kingsley, 2000) ISBN 9781853029097

Threlfall-Holmes M and Newitt M – *Being a Chaplain* (SPCK, 2011)  
ISBN 9780281063857

Tregale D – *Fresh Experiences of School Chaplaincy* (Grove Books, 2011)  
ISBN 9781851747818

## **Journals and magazines**

*European Judaism*

*Grove Booklets* – Education Series

*International Journal of Children's Spirituality*

*The Middle Way* (Journal of the Buddhist Society)

*Muslim Education Quarterly*

*Sikh Suneha* – quarterly publication

*Youthwork* magazine

## **Website resources**

Evaluation schedule for Inspection of Maintained Schools and Academies, January 2001 offers useful insights into ways in which chaplaincy can make a valuable contribution to school life)

[www.ofsted.gov.uk/resources](http://www.ofsted.gov.uk/resources)

*Faiths and Further Education Welcome to Chaplaincy: A Training Programme for Multi-Faith Chaplaincy in the Further Education Sector (Isc fbfe, 2008)*

[www.fbfe.org.uk/documents](http://www.fbfe.org.uk/documents)

*Good Practice Guidelines for Volunteering in the Jewish Community* – a guideline document produced by The Board of Deputies of British Jews

[www.bod.org.uk](http://www.bod.org.uk)

Hinduism for schools – resources available at:

[www.hinduism.fsnet.co.uk](http://www.hinduism.fsnet.co.uk)

Muslim Council of Britain Research and Documentation Committee – recent books, reports and studies relating to Muslims in Britain available at:

[www.mcb.org.uk/library](http://www.mcb.org.uk/library)

Ofsted 2004 guidance on spiritual, moral, social and cultural (SMSC) development – *Promoting and Evaluating Pupils' Spiritual, Moral, Social and Cultural Development* (contains a fairly extensive section on the derivation of the authors' understanding of spiritual development)

[www.ofsted.gov.uk/resources](http://www.ofsted.gov.uk/resources)

Subsidiary Ofsted guidance supporting the inspection of maintained schools and academies from January 2012 (this re-affirms the place of spiritual, moral, social and cultural (SMSC) development in the inspection process and by implication the importance of SMSC in school life):

[www.ofsted.gov.uk/resources](http://www.ofsted.gov.uk/resources)

The Stapleford Centre report on the Charis Project, which develops Christian resources:

[www.stapleford-centre.org](http://www.stapleford-centre.org)

## **Websites**

[www.bod.org.uk](http://www.bod.org.uk)

The Board of Deputies of British Jews

[www.catholiceducation.org.uk](http://www.catholiceducation.org.uk)

The Catholic Education Service

[www.christians-in-education.org.uk](http://www.christians-in-education.org.uk)

Association of Christian Teachers

[www.churchofengland.org/education](http://www.churchofengland.org/education)

The Church of England's website

[www.cra.org.au](http://www.cra.org.au)

School chaplaincy

[www.iccuk.org](http://www.iccuk.org)

The Islamic Cultural Centre

[www.mcb.org.uk](http://www.mcb.org.uk)

The Muslim Council of Britain

[www.nchtuk.org.uk](http://www.nchtuk.org.uk)

National Council of Hindu Temples UK

[www.thebuddhistsociety.org](http://www.thebuddhistsociety.org)

The Buddhist Society

[www.thesikhway.com](http://www.thesikhway.com)

British Sikh Education Council

## **Unit 2:**

# **Communication and Professional Relationships with Children, Young People and Adults**

**Unit reference number:** F/601/3327

**QCF level:** 3

**Credit value:** 2

**Guided learning hours:** 10

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### **Unit aim**

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

Successful relationships have a positive effect on learning and behaviour. Being listened to and responded to by trusted adults encourages active engagement by children and young people and supports the development of curiosity, creativity and resilience, which are key characteristics of effective learning. Adults who demonstrate mutual respect, collaboration and negotiation are positive role models who have a significant impact on the behaviour of children and young people.

Integral to building and maintaining positive relationships are effective communication skills and it is essential for those working as volunteers in educational settings to know about the legislation, policies and procedures for confidentiality and sharing information. This unit provides the essential knowledge and understanding required for working in schools and colleges.

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

Learners will examine the legislation, policies and procedures relating to confidentiality and study why children, young people and adults need reassurance about confidentiality. Learners will also consider situations where confidentiality must be breached.

This unit is used in other qualifications for support staff roles in schools and is particularly suitable for those working as volunteers in educational settings, including parent-helpers and other volunteers.

## Assessment requirements

This unit is a knowledge-based unit.

It is, however, recommended that there is some observation of practice, which should be in an appropriate educational context and supervised by a qualified member of staff employed within the educational setting or by the employing agency, for example a mentor or practice supervisor. Any voluntary support work carried out by a learner must be supervised.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria	Unit amplification
1	Understand the principles of developing positive relationships with children, young people and adults	1.1 Explain why effective communication is important in developing positive relationships with children, young people and adults	<ul style="list-style-type: none"> <li>How communication supports positive relationships: benefits, eg shows respect for individual, values diversity, builds trust, demonstrates genuine interest, respects privacy, encourages autonomy, supports learning, enables effective teamwork, enables negotiation, reinforces self-esteem.</li> </ul>
		1.2 Explain the principles of relationship building with children, young people and adults	<ul style="list-style-type: none"> <li>Principles of relationship building: ways to build relationships, eg recognising the uniqueness of everyone as an individual, honesty, dependability, integrity, confidentiality; importance of relationships for learning; knowing role and responsibilities, how own role relates to colleagues; respecting the skills and expertise of others; contribution to effective teamwork; following organisation's expectations and procedures for good working relationships; communicating effectively, eg keeping colleagues informed, using agreed lines of communication, maintaining confidentiality; knowing own role in relation to parents/carers; differences between professional and personal relationships; contributing to Every Child Matters outcomes.</li> </ul>
		1.3 Explain how different social, professional and cultural contexts may affect relationships and the way people communicate	<ul style="list-style-type: none"> <li>Effect of social, professional and cultural contexts on relationships and communication: eg power relationships, cultural expectations, social differences, prejudice, pre-conceptions, stereotyping.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
2	<p>2.1 Explain the skills needed to communicate with children and young people</p> <p>2.2 Explain how to adapt communication with children and young people for:</p> <ul style="list-style-type: none"> <li>• the age of the child or young person</li> <li>• the context of the communication</li> <li>• communication differences</li> </ul> <p>2.3 Explain the main differences between communicating with adults and communicating with children and young people</p> <p>2.4 Explain how to adapt communication to meet different communication needs of adults</p>	<p>Skills for communication: verbal skills, eg form and tone of expression, questioning, confirming, reflecting; clarifying meaning, encouraging contributions from others, offering choices; non-verbal skills and behaviour, eg eye contact, facial expressions, body movement, posture, gesture, muscle tension, touch, proximity, orientation, facial expressions, gestures, active listening; importance of contact and cultural differences in interpretation of non-verbal communications; empathy, eg responding to emotional state.</p> <p>Adapting communication: ways, eg language appropriate, meaning/message, concentrating on one issue at a time, not giving mixed messages, matching words to body language, open questions, active listening, encouraging discussion and debate; contexts, eg hearing difficulties, children with English as an Additional Language (EAL), promoting thinking and talking in first languages to support understanding, grouping EAL learners who share the same home language.</p> <p>Differences: context, eg communication formal, informal, form of address; type of communication, eg verbal, language, non-verbal, orientation, confidentiality.</p> <p>Adapting communication: use of clear speech and plain language; different needs, eg EAL, hearing difficulty, visual impairment; adaptations, eg translator/interpreter, quiet room, hearing loop, signing, Braille.</p>

Learning outcomes	Assessment criteria		Unit amplification
	2.5	Explain how to manage disagreements with children, young people and adults	<ul style="list-style-type: none"> <li>□ Managing disagreements: behaviours, eg keeping calm, encouraging individuals to articulate their point of view, finding common ground, negotiating a compromise, win-win solutions, supporting children and young people to deal with disagreements, following school policy and procedures for behaviour and reporting, restorative justice.</li> </ul>
3 Understand legislation, policies and procedures for confidentiality and sharing information, including data protection	3.1	Summarise the main points of legislation and procedures covering confidentiality, data protection and the disclosure of information	<ul style="list-style-type: none"> <li>□ Legislation, policies and procedures: range, eg for home country, human rights, eg Human Rights Act 1998, Human Rights Act 2004, for safeguarding children, eg Children Act 1989, Children Act 2004, relating to freedom of information, eg Data Protection Act, Every Child Matters, policies and procedures in own organisation.</li> </ul>
	3.2	Explain the importance of reassuring children, young people and adults of the confidentiality of shared information and its limits.	<ul style="list-style-type: none"> <li>□ Reassuring about confidentiality: aspects, eg information shared on need to know basis, human right for privacy, protecting information when using social networking sites, buying online, using a mobile phone, procedure in own organisation, whistle blowing.</li> </ul>
	3.3	Justify the kinds of situation when confidentiality protocols must be breached	<ul style="list-style-type: none"> <li>□ Situations where confidentiality protocols must be breached: risks to the health and safety of the individual or others, criminal activity.</li> </ul>

## Information for tutors

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### Delivery

It is helpful to adopt a holistic approach to both delivery and assessment. This reinforces links between the different aspects of learning and teaching and reduces the risk of repeated teaching and assessment.

It is recommended that the delivery of this unit run concurrently with the delivery of *Unit 14: Working as a Volunteer in Educational Settings*, and *Unit 6: Promote Children and Young People's Positive Behaviour*. This will reinforce the learning that takes place, by setting it within the context of current practice.

Delivery should give learners the opportunity to reflect on practice and their experience in working with children, young people and adults.

Wherever possible, unit content should be related to learners' own situations and experiences. Tutors should emphasise the links with current professional standards, such as the *Schools (Voluntary Support) Work* standards found on the [schoolswork.co.uk](http://schoolswork.co.uk) website, and the National Occupational Standards for *Supporting Teaching and Learning*, which can be found on the government's Department for Education website ([www.education.gov.uk/schools/careers/traininganddevelopment/staff/standards/b00203854/nos-for-stl](http://www.education.gov.uk/schools/careers/traininganddevelopment/staff/standards/b00203854/nos-for-stl)).

At the beginning of the unit, time can be given to discussing assessment activities, the links between units and the use of observation in the workplace.

### Suggested learning activities

The suggested learning activities below are designed to enable the learner to meet the learning outcomes (LOs). It is recommended that centres use a variety of learning activities for example tutor input, group work, whole-group discussions, video/DVD clips, role play, simulation games, observation, interviews and visiting specialists. These suggestions are for guidance only and it is recommended that centres adapt Edexcel suggestions to meet local needs and resources.

- Tutors use a DVD/video to show ineffective communication with learners expected to spot the errors. Learners prepare cards of benefits and order them. Tutor input on principles of relationship building and role play to explore how different social, professional and cultural contexts may affect relationships and the way people communicate (LO 1).
- Learners observe communication within educational settings and develop a table of skills, noting how they vary according to age and context, the differences when communicating to adults and how to adapt. Tutors use scenario cards to enable learners to discuss how to manage disagreements with children, young people and adults (LO 2).
- Learners look at policies and procedures for their educational setting (for example a staff handbook) and collate legislation on confidentiality, data protection and the disclosure of information. Tutors lead a discussion on the importance of reassuring children, young people and adults of the confidentiality of shared information and work on situations when confidentiality protocols must be breached (LO 3).

## Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

To avoid duplication assessment for this unit must take into consideration the assessment of *Unit 14: Working as a Volunteer in Educational Settings*.

### **Suggested assessment activities to meet learning outcomes and assessment criteria**

The suggested assessment activities below cover the criteria in the assessment grid. These are for guidance only and it is recommended that centres either adapt them to meet local needs and resources or write their own assessments.

Assessments should enable learners to produce a portfolio of evidence that will meet the requirements of the qualification.

From these suggested activities learners produce a portfolio of evidence, which might include: observations, reflections, presentations (video or audio recorded), reports, posters, mind maps, and other evidence fulfilling the assessment criteria.

### **Suggested Activities**

- Learners write a reflection on why effective communication is important in developing positive relationships with children, young people and adults, how different social, professional and cultural contexts may affect relationships and the skills needed to communicate with children and young people (LO 1: AC 1.1, 1.3; LO 2: AC 2.1). Learners explain the order they suggested for relationship building, evidenced by a photo from the learning workshop (LO 1: AC 1.2).
- Learners produce a table of communication skills indicating which skills are needed for children, young people and adults, and how they may be adapted according to age and context (LO 2: AC 2.2, 2.3, 2.4). Learners write two incident reports on how they have managed disagreements between children, young people and adults. One should be within an age range and the other could be across groups (LO 2: AC 2.5).
- Learners produce a quick guide to the main points of legislation and procedures covering confidentiality, data protection and disclosure of information (LO 3: AC 3.1). Learners prepare a reflection on an event where the reassurance concerning confidentiality played a key part (LO 3: AC 3.2). Learners prepare a real or imagined record of a conversation with a child or young person where confidentiality protocols had to be breached (LO 3: AC 3.3).

## Indicative resource materials

### Textbooks

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

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

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

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

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

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

### Journals and magazines

*Children & Young People Now*

*Times Education Supplement (TES)*

### Websites

[www.deni.gov.uk](http://www.deni.gov.uk)

Department of Education (Northern Ireland)

[www.direct.gov.uk](http://www.direct.gov.uk)

The government's website for public services

[www.education.gov.uk](http://www.education.gov.uk)

Department for Education (England)

[www.education.gov.uk/get-into-teaching](http://www.education.gov.uk/get-into-teaching)

Department for Education Teaching Agency

[www.nationalstrategies.standards.dcsf.gov.uk](http://www.nationalstrategies.standards.dcsf.gov.uk)

Department for Education: The National Strategies

[www.schoolsworld.tv](http://www.schoolsworld.tv)

SchoolsWorld (resources for anyone involved with schools)

[www.wales.gov.uk/topics/educationandskills](http://www.wales.gov.uk/topics/educationandskills)

The Welsh Government website for Education and Skills

# **Unit 3: Facilitate the Learning and Development of Children and Young People through Mentoring**

**Unit reference number: T/601/1381**

**QCF level: 3**

**Credit value: 4**

**Guided learning hours: 30**

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## **Unit aim**

This unit enables learners to practise mentoring and to explore methods that will support the learning and development needs of children or young people, and promote their wellbeing, resilience and achievement.

Learners will find out about the learning and development needs of children and young people and how mentoring can facilitate their development. They will be expected to provide effective support and promote the wellbeing, resilience and achievement of children and young people. Learners will also evaluate the effectiveness of the work and plan for future interventions.

The unit emphasises the importance of recognising individual learning styles and methods and the need to understand how to use them to help children and young people express their goals and aspirations. The unit also emphasises the importance of using effective communication and interpersonal skills when supporting children and young people.

The unit provides opportunities for practising in a real work environment where learners are expected to demonstrate their ability to support and encourage children and young people in their learning. The unit supports recognition that the general wellbeing and resilience of children and young people is an important element in their achievement of new learning and skills.

Learners will be expected to create action plans with children and young people and review the plans throughout the mentoring process. They will also evaluate the overall effectiveness of the mentoring programme.

## Assessment requirements

This unit requires assessment in the workplace.

Learners must have a current Criminal Records Bureau Enhanced Disclosure and the employing agency must consider them to be 'not unfit to practise with children, young people and/or vulnerable adults'.

Any voluntary work practice should be in an appropriate educational setting and must be supervised by a qualified member of staff employed within that educational setting.

Voluntary work practice may be observed for assessment purposes. This can be captured and reflected through evidence such as witness statements, observation records, expert witness testimony and supported by products of learner work, reflective accounts and professional discussion. Any voluntary support work carried out by a learner must be supervised.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria	Unit amplification
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	<ul style="list-style-type: none"> <li><input type="checkbox"/> Interpersonal and communication skills: listening, talking, body language, observation, empathy, building rapport, developing relationship.</li> <li><input type="checkbox"/> Learning and development needs: personal encouragement, physical wellbeing, emotional stability, stimulating learning environment.</li> </ul>
		1.2 Explain how different learning styles and methods impact on the learning and development of children and young people	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learning styles: experiential (reflective, activist, pragmatist, academic), visual, kinaesthetic, auditory, multiple intelligences.</li> <li><input type="checkbox"/> Impact: identifying learning preferences, stimulating a response, challenge, greater accessibility to learning, increased engagement, recognising individuality.</li> </ul>
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	<ul style="list-style-type: none"> <li><input type="checkbox"/> Goals and aspirations: educational (staying in school, passing exams), emotional (being famous, being liked, being loved, having friends), sociological (meeting parental expectations, work).</li> <li><input type="checkbox"/> Ways of expressing goals and aspirations: thinking processes, written work, personal timeline, discussion groups, interviews, modelling.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	2.2 Support children or young people to identify ways of removing barriers to achievement	<ul style="list-style-type: none"> <li>□ Barriers to achievement: home context, cognitive ability, disorders such as Attention Deficit Hyperactivity Disorder, personal motivation, personal opposition to learning, school phobia, external pressures, adult expectations, health status, genetic inheritance, gender, family background, social, cultural, financial, economic and environmental factors; agencies working for and with mentors, antagonism to mentoring.</li> <li>□ Variations according to age: primary and secondary socialisation, factors affecting children in the age ranges 0–3, 3–7, 7–12, 12–16, 16+ years.</li> <li>□ Removing barriers: changing location of learning, differentiation of learning, ratio of staff to students, achievable goals, positive relationships between students and tutors.</li> </ul>
	2.3 Develop an action plan to address individual learning and development needs of children or young people	<ul style="list-style-type: none"> <li>□ Learning and development needs: as 1.1.</li> <li>□ Action planning: types of action plan, developing self-analysis and planning by children or young people.</li> </ul>
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	<ul style="list-style-type: none"> <li>□ Importance of wellbeing: physical health, emotional health, positive relationships, coping mechanisms.</li> <li>□ Importance of resilience in children and young people: emotional strength, mental strength, ability to cope in other situations.</li> <li>□ Achievements through mentoring: staying in school, submitting work, passing exams, self-confidence, self-esteem.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	3.2 Demonstrate mentoring strategies and activities with children or young people that support their wellbeing and resilience	<ul style="list-style-type: none"> <li>□ Mentoring strategies: personal tutoring, listening and reflecting, careful challenge, alternative learning locations, regularity and consistency of meetings.</li> <li>□ Mentoring activities: one-to-one sessions, listening and questioning, role play, providing information, advice and/or guidance, supporting at real life events, such as Jobcentre interviews etc.</li> </ul>
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	<ul style="list-style-type: none"> <li>□ Progress: achieving goals, measured improvement, external results (exams etc), internal results (self-esteem, confidence).</li> <li>□ Improvements which could be proposed: enabling children and young people to suggest ways in which they could improve, building on what has worked to date, suggesting alternative strategies, referral processes and agencies.</li> </ul>
	4.2 Evaluate the effectiveness of the mentoring process in facilitating the learning and development of the individual children or young people	<ul style="list-style-type: none"> <li>□ Effectiveness of mentoring: change in confidence and self-esteem within the child or young person, attendance across the programme, list of qualifications attempted and/or gained on the programme, change in attitude of the child or young person.</li> </ul>

## Information for tutors

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### Delivery

It is helpful to adopt a holistic approach to both delivery and assessment. This reinforces links between the different aspects of learning and teaching and reduces the risk of repeated teaching and assessment.

Delivery should give learners the opportunity to work with children and young people as mentors within an educational setting. Learners should be encouraged to think about the work they do and critically reflect on its value.

Wherever possible, unit content should be related to learners' own practice and experience. Tutors should emphasise the links with current professional standards, such as the *Schools (Voluntary Support) Work* standards found on the [schoolswork.co.uk](http://schoolswork.co.uk) website and the National Occupational Standards for *Supporting Teaching and Learning in Schools*, which can be found on the government's Department for Education website ([www.education.gov.uk/schools/careers/traininganddevelopment/staff/standards/b00203854/nos-for-stl](http://www.education.gov.uk/schools/careers/traininganddevelopment/staff/standards/b00203854/nos-for-stl)).

At the beginning of the unit, time can be given to discussing assessment activities, the links between units, the use of practice as a part of the learning process and the use of evidence from the workplace.

**Special note** – legally, in England, 'child' refers to someone between the ages of 0 and 18. For the purposes of this unit, 'child' refers to someone in formal education up to the age of 11, 'young person' refers to someone age 11 and upwards, normally through to 19 but extended to 25 years of age for those with special needs.

### Suggested learning activities

The suggested learning activities below are designed to enable the learner to meet the learning outcomes (LOs). It is recommended that centres use a variety of learning activities for example tutor input, group work, whole-group discussions, video/DVD clips, role play, simulation games, observation, interviews and visiting specialists. These suggestions are for guidance only and it is recommended that centres adapt Edexcel suggestions to meet local needs and resources.

- Tutor input on the interpersonal and communication skills required to facilitate the learning and development needs of children and young people. Role play on first meeting between child/young person and learner. Tutor input on learning styles and methods and their impact on the learning and development of children and young people. Learners complete the learning styles questionnaire (LO 1).
- Tutor input on how to support children or young people to express their goals and aspirations, identify ways of removing barriers and appropriate action plans. Learners practise in educational settings (LO 2).
- Tutor input on the importance of promoting the wellbeing, resilience and achievement of children and young people through mentoring. Discussion groups and learners practise in an educational setting (LO 3).
- With tutor guidance, learners develop appropriate recording documents, which will enable them to assess the progress of individuals and suggest improvements. Tutor-led input into analytical methods for evaluating the effectiveness of mentoring (LO 4).

## Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

This unit offers the opportunity to support practical experience with some underpinning knowledge. This needs to be reflected in the approach and language in all written work.

Assessment activities should be designed so that they cover the range of learning outcomes and assessment criteria holistically. It is important that learners are able to relate theory to different aspects of mentoring to understand how the underpinning knowledge supports practice.

A range of practical materials should be provided, it could include:

- sources of information for legislative/organisational requirements
- learning contracts, individual learning plans, action plan pro forma
- case studies
- video/audio evidence.

To meet the assessment criteria covered in the learning outcomes, it is essential that some use is made of appropriate theory and the application of knowledge gained through practical experience in order

### **Suggested assessment activities to meet learning outcomes and assessment criteria**

The suggested assessment activities below cover the criteria in the assessment grid. These are for guidance only and it is recommended that centres either adapt them to meet local needs and resources or write their own assessments.

Assessment should enable learners to produce a portfolio of evidence that will meet the qualification requirements.

From these suggested activities learners produce a portfolio of evidence, that might include: observations, reflections, presentations (video or audio recorded), reports, posters, mind maps and other evidence of meeting the assessment criteria.

### **Suggested activities**

- Learners evaluate the interpersonal communication skills required, how different learning styles impact on learning and development and the importance of promoting wellbeing, resilience and achievement of children and young people through mentoring (LO 1: AC 1.1, 1.2; LO 3: AC 3.1).
- Learners submit practice recording sheets of their mentoring work. This is supported by an observation by a member of staff at the educational setting and a reflection by the learner following a supervision session within their employing agency (LO 2: AC 2.1, 2.2, 2.3; LO 3: AC 3.2).
- Learners submit recording sheets for three different children or young people, including action plans for improvement (LO 4: AC 4.1). Learners submit a short end-of-term report to their employing agency, evaluating the effectiveness of the mentoring process in facilitating the learning and development of individual children and young people (LO 4: AC 4.2).

## Indicative resource materials

### Textbooks

Long R – *The Art of Positive Communication* (Nassen/David Fulton, 2005)  
ISBN 9781843123675

Megginson D and Clutterbuck D – *Further Techniques for Coaching and Mentoring*  
(Butterworth Heinemann, 2009) ISBN 9781856174992

### Journals and magazines

*Children & Young People Now*

*Journal of Youth & Policy* (published by National Youth Agency)

~ especially number 99, Spring 2008

### Website resources

Do-it – volunteering made easy (part of YouthNet UK– an article on mentoring children:

[www.do-it.org.uk/magazine](http://www.do-it.org.uk/magazine)

*The Encyclopaedia of Informal Education's* paper on mentoring young people:

[www.infed.org/learningmentors/mentoring](http://www.infed.org/learningmentors/mentoring)

The Honey & Mumford (1982) learning styles questionnaire is available at the following websites:

[www.learningandteaching.info/learning](http://www.learningandteaching.info/learning)

[www.peterhoney.com](http://www.peterhoney.com)

### Website

[www.emccouncil.org](http://www.emccouncil.org)

The European Mentoring and Coaching Council (EMCC)

## **Unit 4: Learning Styles and their Role in Learning and Achievement**

**Unit reference number:** Y/503/0642

**QCF level:** 3

**Credit value:** 7

**Guided learning hours:** 49

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### **Unit aim**

This unit aims to prepare learners to understand and apply the preferences of learning styles of children and young people, and to bring added value to the learning experiences of those children and young people. The unit covers various theories of learning and the impact of learning styles in an educational setting.

### **Assessment requirements**

This unit requires assessment in the workplace.

Learners must have a current Criminal Records Bureau Enhanced Disclosure and the employing agency must consider them to be 'not unfit to practise with children, young people and/or vulnerable adults'.

Any voluntary work practice should be in an appropriate educational setting and must be supervised by a qualified member of staff employed within that educational setting.

Voluntary work practice may be observed for assessment purposes. This can be captured and reflected through evidence such as witness statements, observation records, expert witness testimony, supported by products of learner work, reflective accounts and professional discussion. Any voluntary support work by a learner must be supervised.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria	Unit amplification
1	Understand about learning styles	1.1 Define the term 'learning styles' in relation to children and/or young people's learning	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learning styles: Kolb and experiential (reflective, activist, pragmatist, academic), visual, kinaesthetic, auditory, multiple intelligences; Honey and Mumford Learning Styles.</li> <li><input type="checkbox"/> Children and/or young people's learning: formal education, informal education, development theories.</li> </ul>
		1.2 Summarise different theories in relation to: <ul style="list-style-type: none"> <li>• visual, auditory and kinaesthetic learning</li> <li>• experiential learning</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Theories of learning: Kolb, Honey and Mumford, paradigms, behaviourist, cognitive, constructivist, motivational, Gardner's multiple intelligences.</li> <li><input type="checkbox"/> Visual, auditory and kinaesthetic learning: learning style indicators.</li> <li><input type="checkbox"/> Experiential learning: learning by doing, Kolb's learning cycle.</li> </ul>
2	Understand that acknowledging learning styles can enhance children and/or young people's learning	2.1 Explain how the following types of learners learn: <ul style="list-style-type: none"> <li>• visual</li> <li>• auditory</li> <li>• kinaesthetic</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Visual learning: learning from seeing or observation, including photographs, diagrams, demonstrations, video/films, flipchart.</li> <li><input type="checkbox"/> Auditory learning: learning by listening, to sounds, to other voices, to own voice.</li> <li><input type="checkbox"/> Kinaesthetic learning: learning by touching, feeling, handling, making, doing.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	2.2 Describe a learning activity for each of the following learning styles: <ul style="list-style-type: none"> <li>• visual learner</li> <li>• auditory learner</li> <li>• kinaesthetic learner</li> </ul>	<ul style="list-style-type: none"> <li>□ Learning activities: play, discussion, drawing, making, performing, listening, creating.</li> </ul>
	2.3 Analyse each learning activity in relation to: <ul style="list-style-type: none"> <li>• the role of different learning styles in each activity</li> <li>• the perceived effectiveness of different learning styles in each activity</li> </ul>	<ul style="list-style-type: none"> <li>□ Analysing learning activity: methods of measuring value of learning activities, monitoring response of children and young people, formative and summative assessments.</li> <li>□ Perceived effectiveness: how have children/young people learned, response during the learning experience.</li> </ul>
	2.4 Discuss how supporting learning styles facilitates children and/or young people's achievements	<ul style="list-style-type: none"> <li>□ Facilitating achievement: fully-engaged learners, affirming individuality of child/young person, boosting self esteem, motivation and individual attainment of children/young people, children/young people fulfilling their potential, improved outcomes.</li> </ul>
3 Be able to implement learning styles to enhance learning for children and/or young people	3.1 Plan and implement a learning activity for the following types of learners (include a group activity): <ul style="list-style-type: none"> <li>• visual</li> <li>• auditory</li> <li>• kinaesthetic</li> </ul>	<ul style="list-style-type: none"> <li>□ Planning learning activity: abilities of the learning group, age-appropriate activity, differentiation of learning activity, structure of the session, timing.</li> <li>□ Implementing learning activity: collecting resources, gathering equipment and materials, communicating with children and/or young people.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	3.2 Observe and record the child/children and/or young person/people during each activity	<ul style="list-style-type: none"> <li>□ Observations: awareness of individuals and the group and their response to the learning, verbal responses, non-verbal responses.</li> <li>□ Recording: CCTV if appropriate and in situ, capturing learning through assignments, photographs (appropriate permissions obtained).</li> </ul>
	3.3 Analyse the recorded observation(s) in relation to the following: <ul style="list-style-type: none"> <li>● motivated to learn</li> <li>● active participation in the group</li> <li>● communication</li> </ul>	<ul style="list-style-type: none"> <li>□ Motivation to learn: body language of learner, nature of contributions – positive or negative.</li> <li>□ Active participation: involvement in the learning activity, positive contributions.</li> <li>□ Communication: verbal, non-verbal, conversations.</li> </ul>
4 Understand the rationale for acknowledging the different learning styles of children and/or young people	4.1 Describe why it is important for the following to acknowledge a child or young person's learning style: <ul style="list-style-type: none"> <li>● the carer/parent</li> <li>● the child or young person</li> <li>● peers</li> </ul>	<ul style="list-style-type: none"> <li>□ Carer/parent acknowledgement of learning style: active involvement in the learning process, application to learning outside of the educational context, realistic expectations.</li> <li>□ Child/young person's acknowledgement of learning style: realism, recognition of what works, effort required when other styles are used.</li> <li>□ Peers' acknowledgement of learning style: acceptance of difference, implication for peer-to-peer communication, value of a mix of learners in a group each contributing from different learning perspectives.</li> </ul>
	4.2 Evaluate the benefits of acknowledging the different learning styles to children and/or young people's achievement	<ul style="list-style-type: none"> <li>□ Benefits of acknowledging different learning styles: recognition of different abilities, recognition of different skills, differentiating learning, organising assessments to enable different learning styles to record achievement.</li> </ul>

## Information for tutors

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### Delivery

It is helpful to adopt a holistic approach to both delivery and assessment. This reinforces links between the different aspects of learning and teaching and reduces the risk of repeated teaching and assessment.

It is recommended that this unit should be delivered concurrently with the other optional units linked to Teaching and Learning Options:

- *Unit 9: Support Children and Young People during Transitions in their Lives and*
- *Unit 10: Support Teaching and Learning in a Curriculum Area.*

Wherever possible unit content should be related to learners' own situations and experiences. Tutors should emphasise the links with current professional standards, such as the *Schools (Voluntary Support) Work* standards found on the [schoolswork.co.uk](http://schoolswork.co.uk) website, and the National Occupational Standards for *Supporting Teaching and Learning*, which can be found on the government's DfE website ([www.education.gov.uk/schools/careers/traininganddevelopment/staff/standards/b00203854/nos-for-stl](http://www.education.gov.uk/schools/careers/traininganddevelopment/staff/standards/b00203854/nos-for-stl)).

At the beginning of the unit, time can be given to discussing assessment activities, the links between units, the use of practice as a part of the learning process and the use of evidence from the workplace.

### Suggested learning activities

The suggested learning activities below are designed to enable the learner to achieve the learning outcomes (LOs). It is recommended that centres use a variety of learning activities for example tutor input, group work, whole-group discussions, video/DVD clips, role play, simulation games, observation, interviews and visiting specialists. These are for guidance only and it is recommended that centres adapt Edexcel suggestions to meet local needs and resources.

Learners bring two definitions of learning styles/preferences to a session. Tutor to provide input on visual, aural, reading, kinaesthetic (VARK) learning styles/preferences and Kolb Learning Cycle. Learners complete a questionnaire to determine their style and discuss results (LO 1).

- Tutors arrange groups of learners with similar learning preferences who prepare to tell/show the other groups how they learn best. Tutor and group distribute learning activities according to the style most suited. Groups discuss role of different learning styles in each activity and the perceived effectiveness of each (LO 2).
- Learners practise in the educational setting, using material from the previous activity. Tutors show a DVD/video of delivery, which includes a range of styles. Learners observe, record and analyse the children or young people in relation to their motivation to learn, active participation in the group and communication. Groups discuss observations (LO 3).
- Learners interview teachers before the learning event on why it is important for carer/parents, the child/young person and their peers to acknowledge learning styles. In groups, learners discuss the feedback from interviews and evaluate the benefits of acknowledging learning styles (LO 4).

## Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Through this unit, learners will demonstrate the knowledge, understanding and skills required to support teaching and learning in a curriculum area.

Assessment criteria 3.1, 3.2 and 3.3 must be assessed in the workplace.

### **Suggested assessment activities to meet learning outcomes and assessment criteria**

The suggested assessment activities below cover the criteria in the assessment grid. These are for guidance only and it is recommended that centres either adapt them to meet local needs and resources or write their own assessments.

Assessment should enable learners to produce a portfolio of evidence that will meet the qualification requirements.

From these suggested activities learners would produce a portfolio of evidence, that might include: observations, reflections, presentations (video or audio recorded), reports, posters, mind maps, and other evidence of meeting the assessment criteria.

### **Suggested activities**

- Learners make a presentation to staff in their employing agency to explain what 'learning styles' are the various theories and how different types of learners learn, with a learning activity for each of the three main styles. The presentation should include an explanation of how supporting learning styles facilitates children and/or young people's achievements. (LO 1: AC 1.1, 1.2; LO 2: AC 2.1, 2.2, 2.4).
- Learners work on a proposed mix of learning styles for a given contribution to learning (LO 2: AC 2.3). Learners use this in practice and then reflect on the effectiveness with the teacher (LO 3: AC 3.1).
- Learners observe a real group, or use a DVD to observe a group of children/young people during activities and then analyse in relation to motivation to learn, active participation and communication. Learners also complete a reflection and discuss it with their employing agency line manager (LO 3: AC 3.2, 3.3).
- Learners evaluate why it is important for learning styles to be recognised and why this is important for learning (LO 4: AC 4.1, 4.2).

## Indicative resource materials

### Textbooks

Burnham L (Ed) – *S/NVQ Level 3 Teaching Assistant's Handbook: Primary Schools* (NVQ/SVQ Teaching Assistants: Supporting teaching and learning in schools) (Heinemann, 2007) ISBN 9780435449384

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

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

Constable D – *Teaching Assistant's Pocketbook* (Teachers' Pocketbooks, 2005) ISBN 9781903776674

Hodgson A and Spours K – *Education and Training 14–19: Curriculum, Qualifications and Organization* (Sage Publications, 2008) ISBN 9781847871824

Lumby J and Foskett N – *14-19 Education: Policy, Leadership and Learning* (Sage Publications, 2005) ISBN 9781412901475

Walton A and Goddard G (eds) – *Supporting Every Child: A Course Book for Foundation Degrees in Teaching and Supporting Learning* (Learning Matters, 2009) ISBN 9781844452033

### Journals and magazines

*Children & Young People Now*

*Teach Primary*

*Times Educational Supplement (TES)*

### Websites

[www.businessballs.com/vaklearningstylestest.htm](http://www.businessballs.com/vaklearningstylestest.htm)

Information on VAK Learning Styles and access to the tests

[www.classroom-assistant.net](http://www.classroom-assistant.net)

Online resources for classroom assistants, teaching assistants, learning support assistants and teacher's aides

[www.education.gov.uk/get-into-teaching](http://www.education.gov.uk/get-into-teaching)

Department for Education Teaching Agency

[www.infomat.net](http://www.infomat.net)

The Education and Entertainment Network

[www.learningandteaching.info/learning/experience.htm](http://www.learningandteaching.info/learning/experience.htm)

The Honey & Mumford (1982) learning styles questionnaire

[www.peterhoney.com](http://www.peterhoney.com)

The Honey and Mumford (1982) learning styles questionnaire

# Unit 5: Principles of Working as a Volunteer in Educational Settings

**Unit reference number:** F/504/1554

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 30

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## Unit aim

This unit aims to prepare learners for voluntary work in educational settings. It covers knowledge and understanding of the principles of the work, the issues that impact on delivery and development and helps learners understand of how to work as a volunteer within both formal and informal learning contexts.

The unit enables learners to understand how to work as a volunteer in formal settings (within lessons and related activities) and the ways in which children and young people can learn through informal relationships and opportunities.

This unit gives learners opportunities to observe formal and informal learning opportunities and their employing organisation's methods and approach. Some agencies concentrate on providing formal input. Other agencies may focus on informal learning, others on pastoral or personal support. The unit will enable all learners to reflect on and learn from the different approaches and the ways in which volunteers can add value to the learning and development of children and young people.

It is recommended that this unit be delivered simultaneously with *Unit 8: Schools as Organisations*. This will provide the opportunity to relate the ethos, mission, aims and values of the employing agency to those of the educational setting. Together these two units will provide a holistic underpinning to subsequent learning and ensure that learners have sufficient knowledge and understanding of the relationships between the two bodies to work in a way that is positive and supportive of both.

## Assessment requirements

This unit is a knowledge-based unit.

It is, however, recommended that, where possible, there is some observation of voluntary work practice. This should be in an appropriate educational context and supervised by a qualified member of staff employed within the educational setting or by the employing agency, for example a mentor or practice supervisor. Any voluntary support work carried out by a learner must be supervised.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes	Assessment criteria	Unit amplification
1 Know the principles of voluntary work in educational settings	1.1 Describe the context for voluntary work in educational settings	<ul style="list-style-type: none"> <li><input type="checkbox"/> Context: educational settings, eg primary schools, secondary schools, academies, colleges, pupil referral units, special schools; stakeholders, eg volunteer’s employing agency, learning mentor or practice supervisor, local and national government, parents/carers, children and young people, and local communities.</li> <li><input type="checkbox"/> Providers of voluntary work: local or national charity, third sector organisation, faith organisation, local groups, community groups, individuals.</li> <li><input type="checkbox"/> Voluntary work: role of an unpaid worker within an educational setting, accountability to staff of the school, accountability to the employing agency that supports the volunteer.</li> </ul>
	1.2 Explain the ethos, mission, aims and values of an employing agency	<ul style="list-style-type: none"> <li><input type="checkbox"/> Employing agency: local or national charity, third sector organisation, faith organisation, local group, community group.</li> <li><input type="checkbox"/> Ethos and values: underpinning role of the agency, raison d’être, links to an ethical position, influence on ways of working, impact of values on actions.</li> <li><input type="checkbox"/> Mission and aims: mission statements, raison d’être, charitable purposes, purpose of the agency, goals and targets of the agency.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	1.3 Compare the ethos, mission, aims and values of an employing agency with an educational setting	<ul style="list-style-type: none"> <li>□ Comparing ethos, mission, aims and values (EMAV): impact of underlying ethos, differences between organisations, what each can contribute to the educational process.</li> </ul>
	1.4 Explain the legal requirements for safeguarding children and young people	<ul style="list-style-type: none"> <li>□ Educational settings' ethos, mission, aims and values: legal requirements from local and/or national government, Ofsted requirements, educational targets.</li> <li>□ Legal requirements: safeguarding legislation, Acts of Parliament, educational setting's policies and practices.</li> <li>□ Safeguarding practice: employing agency's code of practice, educational setting's code of practice.</li> </ul>
	1.5 Describe how volunteers can add value to educational settings	<ul style="list-style-type: none"> <li>□ Types of work: support in classroom delivery, providing enrichment activities, taking assemblies, delivering collective worship events, one-to-one support, pastoral support, pre-exclusion work with individuals and groups, lunchtime clubs, after-school clubs, detached work on site.</li> <li>□ Adding value: contributing to formal learning, taking assemblies, involvement in Personal, Social and Health Education (PSHE) curriculum, informal pastoral support, mentoring, helping with school clubs, enrichment activities.</li> </ul>
2 Understand issues which impact on delivering and developing voluntary work in educational settings	2.1 Explain personal issues which can impact on a child or young person's ability to learn and develop	<ul style="list-style-type: none"> <li>□ Personal issues: family, parents, siblings, physical ability, intellectual ability, special needs, social ability, finance, young carers, expectations, emotional literacy.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	2.2 Analyse the contextual issues which can influence delivery of voluntary work in educational settings	<ul style="list-style-type: none"> <li>□ Contextual issues: schools becoming academies, community – socio-economic, cultural and social factors, staffing changes.</li> </ul>
	2.3 Evaluate the potential development of therapeutic or pastoral support in an educational setting	<ul style="list-style-type: none"> <li>□ Potential development: areas of work which an educational setting could support, existing policies, practices of the educational setting.</li> <li>□ Therapeutic or pastoral support: social pedagogy, pastoral care, referral systems, chaplaincy.</li> </ul>
3 Understand how to work as a volunteer within formal learning contexts	3.1 Explain practices required for working as a volunteer in formal learning contexts	<ul style="list-style-type: none"> <li>□ Working practices: building relationships, being sensitive to synergies and tensions between agency and educational setting, taking part in collective worship, running classroom sessions, leading discussions, organising enrichment activities.</li> <li>□ Formal learning contexts: definition of formal learning; legal requirement, eg lessons, support work, collective worship, school visits, enrichment activities.</li> </ul>
	3.2 Understand the place of collective worship or enrichment activities within an educational setting	<ul style="list-style-type: none"> <li>□ Collective worship: as defined by the 1988 Education Act – ‘wholly or mainly of a broadly Christian character’, what can and cannot be said, what can and cannot be done.</li> <li>□ Enrichment activities: extending the curriculum, providing for broader developmental learning, ground rules for events within an educational setting.</li> </ul>
	3.3 Describe skills required for working as a volunteer within formal learning contexts	<ul style="list-style-type: none"> <li>□ Skills: building positive relationships, recognising and respecting boundaries, having subject knowledge, communication, behaviour management.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	3.4 Evaluate own knowledge and skills for formal learning contexts	<ul style="list-style-type: none"> <li>□ Formal learning contexts: lessons, support work within the curriculum, collective worship events, extra-curricular events or enrichment activities which children or young people are required to attend.</li> <li>□ Skills for formal learning: planning lessons, planning collective worship, public speaking, making presentations, differentiating learning, inclusive learning, subject knowledge in a curriculum area.</li> <li>□ Evaluation: reflection on process and achievement, results of assessed work, feedback from qualified staff, observations from children and young people.</li> </ul>
4 Understand how to use informal educational opportunities	4.1 Describe informal educational opportunities	<ul style="list-style-type: none"> <li>□ Informal learning: learning which is driven by the needs of the individual, reactive, responsive, appropriate to the learner, value of targeted learning, learning which is provided by the educational setting or volunteer's agency which serves the learning and development of the children or young people concerned, value of a wider curriculum, value of less formal experiences, learning for life.</li> <li>□ Informal educational opportunities: detached work in playgrounds, lunchtime clubs, breakfast or after-school clubs, conversations, informal mentoring.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	4.2 Describe ways to engage with children and young people within informal educational opportunities	<ul style="list-style-type: none"> <li><input type="checkbox"/> Informal learning: intentional conversations, discussing issues, active listening, running clubs, using appropriate communication skills, creating rapport, understanding individual circumstances, building relationships, managing groups, responding to needs.</li> <li><input type="checkbox"/> Ways to engage: detached work during breaks and lunchtimes on educational premises, conversations, eg in canteens, corridors, playgrounds, lunchtime clubs, breakfast/after-school clubs; pre-exclusion groups, post-exclusion groups or one-to-one sessions, supporting school trips.</li> </ul>
	4.3 Describe how to develop own skillset for work with children and young people in informal educational opportunities	<ul style="list-style-type: none"> <li><input type="checkbox"/> Skillset: communication skills, listening skills, intentional conversations.</li> <li><input type="checkbox"/> Preparation: research, planning, contributing to team meetings, identifying and collecting resources, thinking about the people and needs being encountered.</li> </ul>
	4.4 Evaluate your own development needs for working within informal educational opportunities	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluation: reflection on process and achievement, monitoring progress through changes in attitudes and behaviours of children and young people, feedback from qualified staff and employing agency.</li> <li><input type="checkbox"/> Development needs: training courses, practice experience, mentor, observation of others.</li> </ul>

## Information for tutors

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### Delivery

It is helpful to adopt a holistic approach to both delivery and assessment. This reinforces links between the different aspects of learning and teaching and reduces the risk of repeated teaching and assessment.

It is recommended that this unit be delivered concurrently with *Unit 8: Schools as Organisations*, as this will reinforce the recognition that the work undertaken by the employing agency primarily takes place in an educational context such as a school, academy or college. At the same time, it ensures that the learning covers the broad age range from pre-school to post-16 ensuring that all learners understand the wider context of working in educational settings.

Delivery approaches should give learners the opportunity to explore the ways in which external agencies, such as those who employ them (employing agencies), work with, and provide a service in, educational settings. Learners should be encouraged to think about the work and critically reflect on its value.

Wherever possible, unit content should be related to learners' own situations and experiences. Tutors should emphasise the links with current professional standards, such as the *Schools (Voluntary Support) Work* standards found on the [schoolswork.co.uk](http://schoolswork.co.uk) website and the National Occupational Standards for *Supporting Teaching and Learning*, which can be found on the government's Department for Education website ([www.education.gov.uk/schools/careers/traininganddevelopment/staff/standards/b00203854/nos-for-stl](http://www.education.gov.uk/schools/careers/traininganddevelopment/staff/standards/b00203854/nos-for-stl)).

At the beginning of the unit, time can be given to discussing assessment activities, the links between units and the use of observation in the workplace.

### Suggested learning activities

The suggested learning activities below are designed to enable the learner to achieve the learning outcomes (LOs). It is recommended that centres use a variety of learning activities for example tutor input, group work, whole-group discussions, video/DVD clips, role play, simulation games, observation, interviews and visiting specialists. These suggestions are for guidance only and it is recommended that centres adapt Edexcel suggestions to meet local needs and resources.

- Tutors encourage learners to create a whole-group mindmap of the various contexts for voluntary work in educational settings, adding detail around the various contexts, the providers and the nature of voluntary work. Learners could present within the group the ethos, mission, aims and values (EMAV) of their employing agency and compare them with those of the educational settings, especially focusing on the added value that such work brings. It is important for the tutor to explain the legal requirements for safeguarding children and young people and ensure that these are fully understood. This could be achieved by learners researching the policies and practices of their educational setting and their employing agency (LO 1).
- Learners observe different lessons and then discuss with the teacher/instructor the reasons why some of the children or young people they observed might struggle to learn (LO 2) and the skills needed for working as a volunteer in formal learning contexts (LO 3). Learners could also discuss the issues outside of a child or young person's control which could affect their learning. From this, they could evaluate potential developments, especially around pastoral support and therapeutic work (LO 2).

- Tutors provide input and lead a discussion on the various contributions volunteers can make into educational settings. These could be categorised, especially around the headings of 'formal learning' and 'informal learning' (LO 3 and 4). Learners could interview staff in the educational setting in order to understand and describe the place of enrichment activities, assemblies, clubs, mentoring and detached work in such settings (LO 3 and 4). They could undertake a personal reflection on their own skill-set and how they could develop (LO 4) and evaluate their knowledge, skills and development in order to work as a volunteer in educational settings (LO 3 and 4).

## Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

To avoid duplication it is recommended that assessment for this unit is looked at alongside the assessment of *Unit 8: Schools as Organisations*.

Through this unit, learners will demonstrate the knowledge and understanding required to work as a volunteer in an educational setting.

## Suggested assessment activities to meet learning outcomes and assessment criteria

The suggested assessment activities below cover the criteria in the assessment grid. These are for guidance only and it is recommended that centres either adapt them to meet local needs and resources or write their own assessments.

Assessment should enable learners to produce a portfolio of evidence that will meet the qualification requirements.

From these suggested activities learners produce a portfolio of evidence that might include: observations, reflections, presentations (video or audio recorded), reports, posters, mindmaps, and other evidence of meeting the assessment criteria.

## Activities

- Learners prepare a presentation for parents/carers, a local community group, or a supporters, event. The presentation should explain the principles of voluntary work in educational settings and include the contexts (LO 1: AC 1.1), the ethos, mission, aims and values of both the employing agency and the educational setting, issues of safeguarding and how volunteers can add value (LO 1: AC 1.2, 1.3, 1.4, 1.5).
- Learners prepare an annotated poster of a child or young person indicating the internal issues which impact on their ability to learn and develop, the contextual issues influencing delivery and potential development of support (LO 2: AC 2.1, 2.2, 2.3). Learners submit their notes on observed sessions and their conversations with staff as supporting documentation (LO 2: AC 2.1, 2.2, 2.3).
- Learners prepare a simple job description and person specification which explain the practices required for working as a volunteer in both formal and informal learning contexts (LO 3 and 4: AC 3.1, 3.2, 3.3, 4.1, 4.2). Learners provide a reflection evaluating their knowledge, skills and development for working in both formal and informal learning and potential development opportunities (LO 3 and 4: AC 3.4, 4.3, 4.4).

## Indicative resource materials

See also the Indicative resources section in *Unit 8: Schools as Organisations*.

### Textbooks

Copley T – *Spiritual Development in the State School* (Exeter, 2000)  
ISBN 9780859896009

Handy C and Aitken R – *Understanding Schools as Organizations* (Penguin, 1986)  
ISBN 9780140135084

Handy C – *Understanding Voluntary Organizations: How to Make Them Function Effectively* (Penguin, 1990) ISBN 9780140143386

### Journals and magazines

*Children & Young People Now*

*Times Educational Supplement (TES)*

### Websites

[www.deni.gov.uk](http://www.deni.gov.uk)

Department of Education (Northern Ireland)

[www.education.gov.uk](http://www.education.gov.uk)

Department for Education (England)

[www.education.gov.uk/get-into-teaching](http://www.education.gov.uk/get-into-teaching)

Department for Education Teaching Agency

[www.deni.gov.uk](http://www.deni.gov.uk)

Department of Education (Northern Ireland)

[www.wales.gov.uk/topics/educationandskills](http://www.wales.gov.uk/topics/educationandskills)

The Welsh Government website for Education and Skills

# Unit 6: Promote Children and Young People's Positive Behaviour

**Unit reference number:** A/601/4069

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 15

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## Unit aim

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

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 knowledge and understanding in these key areas.

Learners will examine the policies and procedures relevant to promoting positive behaviour and consider how the policies support the Every Child Matters outcomes of staying safe and making a positive contribution. Learners will examine the benefits of the consistent application of boundaries and rules by all staff and 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.

Learners will develop skills and strategies to manage inappropriate behaviour by minimising disruption, applying rules and boundaries consistently and fairly and by supporting colleagues. Learners will also consider behaviour that should be referred.

Learners will learn how to recognise patterns and triggers that may lead to inappropriate behaviour and how to use strategies to deal with challenging behaviour and manage risk. Learners will take action to deal with bullying, harassment or oppressive behaviour.

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

## Assessment requirements

This unit requires assessment in the workplace.

Learners must have a current Criminal Records Bureau Enhanced Disclosure and the employing agency must consider them to be 'not unfit to practise with children, young people and/or vulnerable adults'.

Any voluntary work practice should be in an appropriate educational setting and must be supervised by a qualified member of staff employed within that educational setting.

Voluntary work practice may be observed for assessment purposes. This can be captured and reflected through evidence such as witness statements, observation records, expert witness testimony, supported by products of learner work, reflective accounts and professional discussion. Any voluntary support work by a learner must be supervised.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes	Assessment criteria	Unit amplification
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	<ul style="list-style-type: none"> <li>□ Policies and procedures of the setting: different policies, eg behaviour, code of conduct, rewards and sanctions, dealing with conflict and inappropriate behaviour, anti-bullying, attendance; reference to other policies and procedures, eg health and safety, child protection; restorative justice.</li> </ul>
	1.2 Evaluate how the policies and procedures of the setting support children and young people to: <ul style="list-style-type: none"> <li>• feel safe</li> <li>• make a positive contribution</li> <li>• develop social and emotional skills</li> <li>• understand expectations and limits</li> </ul>	<ul style="list-style-type: none"> <li>□ How policies support children: Every Child Matters outcomes; to feel safe eg inappropriate behaviour is consistently responded to; make a positive contribution eg involvement in setting ground rules; develop social and emotional skills, eg positive behaviour rewarded, adults model appropriate behaviour; understand expectations and limits, eg effective communication of ground rules.</li> </ul>
	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	<ul style="list-style-type: none"> <li>□ Benefits of applying boundaries and rules: need to know boundaries and what is expected; benefits, eg children and young people respond positively to consistent responses of adults, children are confused by inconsistencies, gives all adults in school the same status, encourages good behaviour management in school, supports a positive learning environment.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
2 Be able to promote positive behaviour	<p>2.1 Explain the benefits of actively promoting positive aspects of behaviour</p> <p>2.2 Demonstrate ways of establishing ground rules with children and young people which underpin appropriate behaviour and respect for others</p> <p>2.3 Demonstrate strategies for promoting positive behaviour according to the policies and procedures of the setting</p> <p>2.4 Demonstrate realistic, consistent and supportive responses to children and young people's behaviour</p> <p>2.5 Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting</p>	<p>□ Encouraging and rewarding positive behaviour: benefits, eg children and young people more likely to repeat behaviour which is recognised/praised/rewarded; behaviourist theory of BF Skinner.</p> <p>□ Establishing ground rules: involving children and young people in devising school or classroom rules; ways, eg brainstorming, voting to decide rules, agreeing rules, displaying in classroom; encouraging taking responsibility for actions.</p> <p>□ Promoting positive behaviour: strategies, eg building trusting relationships, being consistent, recognising children's positive behaviour/effort, giving clear directions; ensuring children know why they are being rewarded.</p> <p>□ Supportive responses to behaviour: expectations according to age/stage of development, eg physical development, social and emotional development, cognitive development; sanctions realistic to age/stage of development.</p> <p>□ Role model: children and young people copy adults; unrealistic to expect children to behave positively if adults behave inappropriately.</p>

Learning outcomes	Assessment criteria	Unit amplification
3 Be able to manage inappropriate behaviour	<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>	<ul style="list-style-type: none"> <li>□ Minimising disruption: strategies, eg maintaining professional relationship, applying rules and sanctions, repeating instructions calmly, intervening early, using time out if agreed strategy.</li> <li>□ Inappropriate behaviour: types, eg speech, writing, non-verbal behaviour, physical abuse; actions, eg using agreed behaviour management strategies, using agreed sanctions, sending for additional help if needed, removing items that are being used inappropriately.</li> <li>□ Applying rules and boundaries: realistic expectations according to age/stage of development; responses appropriate to individual needs of child, eg Attention Deficit Hyperactivity Disorder (ADHD), Asperger's syndrome.</li> <li>□ Support for colleagues: behaviour management, eg acting spontaneously if alone, offering to support colleagues, calling for additional assistance as needed, reporting incidents in accordance with the policies and procedures of the setting.</li> <li>□ Behaviour and discipline problems for referral: situations, eg when child or young person is a danger to themselves and/or others, dealing with a difficult situation alone, dealing with an unpredictable situation/child/young person; referral to others within school, eg special educational needs coordinator (SENCO), other teachers or members of support staff, head teacher or deputy head, educational psychologist.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
4 Be able to respond to challenging behaviour	<p>4.1 Recognise patterns and triggers which may lead to inappropriate behavioural responses and take action to pre-empt, divert or diffuse potential flashpoints</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>	<ul style="list-style-type: none"> <li>□ Recognising triggers and taking action: action, eg observing children's behaviour, reference to individual behaviour plan/behaviour support plan; knowledge of child or young person's triggers; avoiding triggers.</li> <li>□ Dealing with challenging behaviour: types of behaviour, eg verbal abuse, physical abuse, illegal behaviour, destructive behaviour; awareness of factors affecting child or young person's behaviour, eg transitions, family influences, health-related factors; behaviour support plans/individual behaviour plans.</li> <li>□ Assessing and managing risk: ways, eg 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.</li> <li>□ Identifying triggers: processes, eg keeping a record/log of triggers, reporting triggers to others, involving special educational needs coordinator (SENCO), speaking to child/removing child from situation if distress is observed, discussing with child or young person situations they find difficult.</li> <li>□ Bullying, harassment or oppressive behaviour: bullying, eg physical attacks, playground name calling, taunts, email, texts or hurtful comments through social networking sites; action, eg immediate, following policy and procedure of school.</li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
5 Be able to contribute to reviews of behaviour and behaviour policies	5.1	Demonstrate ways of supporting children and young people to review their behaviour and the impact of this on others, themselves and their environment	<ul style="list-style-type: none"> <li>□ Reviewing behaviour: support, eg helping child/young person recognise triggers, discussing consequences of behaviour, empowering children/young people, use of restorative justice.</li> </ul>
	5.2	Demonstrate ways of supporting children and young people with behavioural difficulties to identify and agree behaviour targets	<ul style="list-style-type: none"> <li>□ Identifying and agreeing behaviour targets: behaviour plans, eg based on identified triggers, clear, measurable targets agreed, rewards for meeting targets, clear and realistic timeframe to run the plan, baselines for evaluation, key success criteria, regular review, self-evaluation, renegotiation of targets.</li> </ul>
	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	<ul style="list-style-type: none"> <li>□ Reviewing behaviour policies: policies, eg bullying, attendance, rewards and sanctions, all staff involvement, all systems in school evaluated, outcomes considered.</li> </ul>
	5.4	Provide clear and considered feedback on the effectiveness of behaviour, management strategies to inform policy review and development	<ul style="list-style-type: none"> <li>□ Effectiveness of behaviour management strategies: review, eg monitoring and recording, based on data, evaluated against outcomes.</li> </ul>

## Information for tutors

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### Delivery

It is helpful to adopt a holistic approach to both delivery and assessment. This reinforces links between the different aspects of learning and teaching and reduces the risk of repeated teaching and assessment.

It is recommended that this unit be delivered concurrently with *Unit 2: Communication and Professional Relationships with Children, Young People and Adults* and *Unit 14: Working as a Volunteer in Educational Settings*. This will reinforce the learning that takes place, by setting it within the context of current practice.

Delivery should give learners opportunity to reflect on practice and their experience in working with children, young people and adults.

Wherever possible, unit content of the unit should be related to learners' own situations and experiences. Tutors should emphasise the links with current professional standards, such as the *Schools (Voluntary Support) Work* standards found on the [schoolswork.co.uk](http://schoolswork.co.uk) website, and the National Occupational Standards for *Supporting Teaching and Learning* which can be found on the government's DfE website

([www.education.gov.uk/schools/careers/traininganddevelopment/staff/standards/b00203854/nos-for-stl](http://www.education.gov.uk/schools/careers/traininganddevelopment/staff/standards/b00203854/nos-for-stl)). At the beginning of the unit, time can be given to discussing assessment activities, the links between units and the use of observation in the workplace.

### Suggested learning activities

The suggested learning activities below are designed to enable the learner to achieve the learning outcomes (LOs). It is recommended that centres use a variety of learning activities for example tutor input, group work, whole-group discussions, video/DVD clips, role play, simulation games, observation, interviews and visiting specialists. These suggestions are for guidance only and it is recommended that centres adapt Edexcel suggestions to meet local needs and resources.

- Tutors provide input on policies and procedures which promote children and young people's positive behaviour. Learners discuss and evaluate the policies and procedures and research, through conversations with teaching staff, the benefit of consistency (LO 1).
- Tutors use DVD/video of teacher and class interaction, leading to a whole group session on the benefits of positive behaviour. Tutors enable learners to establish ground rules for the learning group and then apply the process to educational settings. A practising teacher provides input on strategies and responses to encourage positive behaviour, including role modelling (LO 2).
- Tutors use DVD/video such as 'Educating Essex' to prompt discussion on strategies for minimising disruption, managing inappropriate behaviour and boundaries. Learners observe practice in order to contribute to the discussion above and interview teaching staff on the issues of support for colleagues and referral (LO 3).
- Tutors invite a practising teacher to provide input and lead a discussion on responding to challenging behaviour. Discussion can then lead into practice in educational settings and discussions with their supervisor on what has been learned in practice (LO 4).

- Tutors input on supporting children and young people to review and plan (rudiments of mentoring). Tutors lead a discussion on evaluating what has been learned in practice, focusing on planning for the future (LO 5).

### Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Assessment for this unit must take into consideration the assessment of *Unit 14: Working as a Volunteer in Educational Settings* in order to avoid duplication.

Through this unit, learners will demonstrate the knowledge, understanding and skills required to promote positive behaviour and manage challenging behaviour when working as a volunteer in an educational setting.

### Suggested assessment activities to meet learning outcomes and assessment criteria

The suggested assessment activities below cover the criteria in the assessment grid. These are for guidance only and it is recommended that centres either adapt them to meet local needs and resources or write their own assessments. They should enable learners to produce a portfolio of evidence that will meet the qualification requirements.

From these suggested activities learners produce a portfolio of evidence, that might include: observations, reflections, presentations (video or audio recorded), reports, posters, mindmaps, and other evidence of meeting the assessment criteria.

### Suggested activities:

- Learners present a summary and evaluation of the policies and procedures of an educational setting relevant to promoting children and young people's positive behaviour (LO 1: AC 1.1, AC 1.2). Learners submit a report on their conversations with staff around consistency (LO 1: AC 1.3).
- Learners produce a poster illustrating the benefits of positive behaviour, strategies for promoting it, and consistent responses (LO 2: AC 2.1, 2.3, 2.4). A member of staff in the educational setting submits an observation report on the learner's ability to promote positive behaviour, manage inappropriate behaviour and respond to challenging behaviour. Learners reflect on promoting positive behaviour, managing inappropriate behaviour and responding to challenging behaviour. Their practice supervisor within the employing agency writes an observation report on the learner's ability in these areas (LO 2: AC 2.2, 2.3, 2.4, 2.5; LO 3: AC 3.1, 3.2, 3.3, 3.4, 3.5; LO 4: 4.1, 4.2, 4.3, 4.4, 4.5).
- Learners produce a behaviour development plan that has been created with a child or young person (LO 5: AC 5.1, 5.2). Learners submit a report to their employing agency, which covers their work in an educational setting across a six-week period and reviews and gives considered feedback on behavioural issues (LO 5: AC 5.3, 5.4).

## Indicative resource materials

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

### Textbooks

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

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

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

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

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

### Journals and magazines

*Children and Young People Now*

*Times Education Supplement (TES)*

### Websites

[www.bullying.co.uk](http://www.bullying.co.uk)

Online Support service providing advice on a wide range of bullying problems

[www.deni.gov.uk](http://www.deni.gov.uk)

Department of Education (Northern Ireland)

[www.education.gov.uk](http://www.education.gov.uk)

Department for Education (England)

[www.kidscape.org.uk](http://www.kidscape.org.uk)

A UK charity established specifically to prevent bullying and child sexual abuse.

[www.nspcc.org.uk/pbb](http://www.nspcc.org.uk/pbb)

NSPCC EduCare child protection training programme on prevention of bullying

[www.teachingexpertise.com](http://www.teachingexpertise.com)

Free online education resources, articles and e-bulletins, advice and guidance

[www.wales.gov.uk/topics/educationandskills](http://www.wales.gov.uk/topics/educationandskills)

The Welsh Government website for Education and Skills

# Unit 7: Promoting Spiritual and Moral Development in Educational Settings

**Unit reference number:** F/504/1540

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 25

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## Unit aim

The aim of this unit is to enable learners to promote spiritual and moral development in educational settings. Learners will explore knowledge of the terms, their meanings and the legal duties of educational settings to apply spiritual and moral development. Learners will study examples of good practice from other educational contexts and the potential developments and appropriate boundaries.

The unit gives learners an opportunity to plan the promotion of spiritual and moral development within their own setting and to reflect on and summarise future promotion. A key element of this process will be enabling learners to reflect on their own spiritual journey and moral considerations and their impact upon their work.

This unit can provide an important continuing professional development (CPD) opportunity for staff in educational settings, to gain the skills required to promote spiritual and moral development.

For those learners wishing to follow the chaplaincy pathway in the Diploma, it is recommended that this unit is taken alongside *Unit 1: Chaplaincy in Educational Settings*.

## Assessment requirements

This unit requires assessment in the workplace.

Learners must have a current Criminal Records Bureau Enhanced Disclosure and the employing agency must consider them to be 'not unfit to practise with children, young people and/or vulnerable adults'.

Any voluntary work practice should be in an appropriate educational setting and must be supervised by a qualified member of staff employed within that educational setting.

Voluntary work practice may be observed for assessment purposes. This can be captured and reflected through evidence such as witness statements, observation records, expert witness testimony, supported by products of learner work, reflective accounts and professional discussion. Any voluntary support work carried out by a learner must be supervised.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Know requirements for spiritual and moral development within educational settings	1.1	Outline legal requirements for spiritual and moral development in educational settings	<ul style="list-style-type: none"> <li>□ Acts of Parliament 1988, 1992, 2002, Ofsted guidance, no legal requirement in tertiary education – agreement in the setting.</li> </ul>
		1.2	Identify personnel responsible for spiritual and moral development in educational settings	<ul style="list-style-type: none"> <li>□ Personnel responsible: governors, head teacher/principal, member of SMT with specific responsibility, religious education specialist, staff member in tertiary education.</li> </ul>
		1.3	Summarise benefits of spiritual and moral development within an educational setting	<ul style="list-style-type: none"> <li>□ Benefits of spiritual development: helping children and young people grow and develop as people, wisdom, reflection, understanding self in relation to wider issues, understanding of humanity, understanding of society, demonstration of knowledge of faith issues in certain areas of the curriculum.</li> <li>□ Benefits of moral development: challenging unfairness and discrimination, valuing diversity, tolerance, making wise choices.</li> </ul>
2	Understand ways in which spiritual and moral development can be promoted in educational settings	2.1	Reflect on own spiritual and moral development and its impact on practice	<ul style="list-style-type: none"> <li>□ Own spiritual and moral development: drivers of development, impact of nurture and peers, worldview, reflection on 'journey', making moral choices.</li> <li>□ Impact on practice: presumptions, equality, diversity and interdependence, personal values and setting values.</li> </ul>
		2.2	Explain how spiritual and moral development is promoted in educational settings	<ul style="list-style-type: none"> <li>□ Current promotion: collective worship events, extra-curricular activities, through mission statements, within the curriculum, eg personal and social health education (PSHE) and religious education lessons.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	2.3 Summarise the possibilities and boundaries of spiritual and moral development	<ul style="list-style-type: none"> <li><input type="checkbox"/> Possibilities for development: mission statements, policies of the educational setting, development in curriculum areas.</li> <li><input type="checkbox"/> Boundaries of development: respecting views of children, young people and adults, recognition of positions people hold in relation to faith or no faith, freedom to question.</li> </ul>
	2.4 Describe the potential for promoting spiritual and moral development in educational settings	<ul style="list-style-type: none"> <li><input type="checkbox"/> Potential for promotion: promotion by senior management team, commitment by staff, support of governors, support of parents/carers, consultations, evidence from other contexts.</li> </ul>
3 Be able to promote spiritual and moral development within educational settings	3.1 Plan a promotion of spiritual and moral development in an educational setting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Planning promotion of: needs analysis, discussion with key staff, outline plan, approval by senior management team, establishing protocols and policies.</li> </ul>
	3.2 Implement a plan for spiritual and moral development within an educational setting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Implementing development: researching local provision, commissioning providers, agreeing contracts.</li> </ul>
	3.3 Reflect on the promotion of spiritual and moral development in educational settings	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reflecting on promotion: gathering evidence, analysing impact of work undertaken, considering the value that has/has not been added.</li> </ul>
	3.4 Summarise ways in which spiritual and moral development can be promoted in the future	<ul style="list-style-type: none"> <li><input type="checkbox"/> Summarising future promotion: ideas developed from reflection on current activity.</li> </ul>

## Information for tutors

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### Delivery

It is helpful to adopt a holistic approach to both delivery and assessment. This reinforces links between the different aspects of learning and teaching and reduces the risk of repeated teaching and assessment.

It is recommended that, for learners completing the Diploma pathway spiritual development/chaplaincy, this unit should be delivered concurrently with *Unit 1: Chaplaincy in Educational Settings*. This will reinforce the place of chaplaincy skills in relation to the commitment of the educational setting to spiritual and moral development.

Wherever possible, content of the unit should be related to learners' own situations and experiences. Tutors should emphasise the links with current professional standards, such as the *Schools (Voluntary Support) Work* standards found on the [schoolswork.co.uk](http://schoolswork.co.uk) website and the National Occupational Standards for *Supporting Teaching and Learning*, which can be found on the government's Department for Education website ([www.education.gov.uk/schools/careers/traininganddevelopment/staff/standards/b00203854/nos-for-stl](http://www.education.gov.uk/schools/careers/traininganddevelopment/staff/standards/b00203854/nos-for-stl)).

At the beginning of the unit, time can be given to discussing assessment activities, the links between units, the use of practice as a part of the learning process and the use of evidence from the workplace.

### Suggested learning activities

The suggested learning activities below are designed to enable the learner to meet the learning outcomes (LOs). It is recommended that centres use a variety of learning activities for example tutor input, group work, whole-group discussions, video/DVD clips, role play, simulation games, observation, interviews and visiting specialists. These suggestions are for guidance only and it is recommended that centres adapt Edexcel suggestions to meet local needs and resources.

- Tutor sets pre-event research on definitions of spiritual and moral development. Tutor input at the learning event on definitions and the requirements and recommendations for educational settings. In preparation for practice, learners undertake research to identify personnel responsible for and the perceived benefits of spiritual and moral development in their educational setting (LO 1).
- Tutor encourages learners to consider their own spiritual and moral development through use of photo-cards with feedback and then group discussion. Tutor runs a vote with your feet exercise on moral issues. Visiting speaker (person responsible in an educational setting for spiritual and moral development) provides input on how spiritual and moral development is promoted, its possibilities, boundaries and potential. Learners undertake research and then feed back to other learners and discuss potential development (LO 2).
- Learners undertake practice and reflect on practice with their supervisor (LO 3).

## Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

To avoid repetition and duplication assessment for this unit should be looked at alongside the assessment of *Unit 1: Chaplaincy in Educational Settings*.

This unit allows learners to demonstrate knowledge, understanding and skills for the promotion of spiritual and moral development in educational settings.

## Suggested assessment activities to meet learning outcomes and assessment criteria

The suggested assessment activities below cover the criteria in the assessment grid. These are for guidance only and it is recommended that centres either adapt them to meet local needs and resources or write their own assessments.

Assessments should enable learners to produce a portfolio of evidence that will meet the requirements of the qualification.

From these suggested activities learner produce a portfolio of evidence, which might include: observations, reflections, presentations (video or audio recorded), reports, posters, mindmaps, and other evidence of meeting the assessment criteria.

## Activities

- Learners prepare a web page or leaflet for parents/carers and other stakeholders, which outlines the legal requirements for spiritual and moral development in educational settings, identifies personnel responsible, summarises the benefits and explains how it is promoted in the setting (LO 1: AC 1.1, 1.2, 1.3, LO 2: AC 2.2).
- Learners write a critical reflection on their own spiritual and moral development and its impact upon their practice (LO 2: AC 2.1).
- Learners complete an observation report on their research in their educational setting, summarising the possibilities, boundaries and potential for spiritual and moral development (LO 2: AC 2.1, 2.3, 2.4).
- Learners complete a plan for the promotion of spiritual and moral development for the term (LO 3: AC 3.1). A member of staff from the educational setting provides a report on the work undertaken by the learner as a form of evidence (LO 3: AC 3.2). Learners complete a critical reflection and discuss it with their supervisor. The critical reflection and the supervisor's comments are submitted (LO 3: AC 3.3). Learners complete a short report on the term's work for the employing agency. The report includes a summary of the ways in which spiritual and moral development can be promoted in the future (LO 3: AC 3.2, 3.4).

## Indicative resource materials

### Textbooks

Francis L and William Kay W – *Teenage Religion and Values* (Gracewing Books, 1995) ISBN 9780852442821

Luxmoore N – *Listening to Young People in School, Youth Work and Counselling* (Jessica Kingsley, 2000) ISBN 9781853029097

Mills L – *Opening Windows: Spiritual Development in the Primary School* (Stapleford Centre, 2002) ISBN 9781902234298

Nash S and Pimlott N – *Well-being and Spirituality* (Grove Books, 2010) ISBN 9781851747528

### Journals and magazines

*British Journal of Religious Education*

*European Judaism*

*Grove Booklets – Education, Ethics and Pastoral Series*

*International Journal of Children's Spirituality*

*Journal of Beliefs and Values*

*Journal of Christian Education*

*Journal of Research on Christian Education*

*Muslim Education Quarterly*

*Psychology of Religion and Spirituality*

*Sikh Sunehar* – quarterly publication

*The Middle Way* (Journal of the Buddhist Society)

### Website Resources

Hinduism for schools – resources available at:

[www.hinduism.fsnet.co.uk](http://www.hinduism.fsnet.co.uk)

Learning and Skills Improvement Service SMSC Report (LSIS): Planning and delivering spiritual, moral, social and cultural support in the learning and skills sector (guidance for learning and skills providers):

[www.lsis.org.uk/Documents](http://www.lsis.org.uk/Documents)

New Perspectives on Spiritual Development (Tony Eade) a, paper available at:

[www.edperspectives.org.uk](http://www.edperspectives.org.uk)

Ofsted 2004 guidance on spiritual, moral, social and cultural (SMSC) development (this contains a fairly extensive section on the derivation of the authors' understanding of spiritual development):

[www.ofsted.gov.uk/resources](http://www.ofsted.gov.uk/resources)

Ofsted subsidiary guidance supporting the inspection of maintained schools and academies from January 2012:

[www.ofsted.gov.uk/resources](http://www.ofsted.gov.uk/resources)

Ofsted Evaluation Schedule for the inspection of maintained schools and academies (SMSC) from January 2012 (to be read in conjunction with the Ofsted subsidiary guidance):

[www.ofsted.gov.uk/resources](http://www.ofsted.gov.uk/resources)

The Stapleford Centre report on the Charis Project, which develops Christian resources:

[www.stapleford-centre.org](http://www.stapleford-centre.org)

## **Websites**

[www.bod.org.uk](http://www.bod.org.uk)

The Board of Deputies of British Jews

[www.catholiceducation.org.uk](http://www.catholiceducation.org.uk)

The Catholic Education Service

[www.christians-in-education.org.uk](http://www.christians-in-education.org.uk)

Association of Christian Teachers

[www.churchofengland.org/education](http://www.churchofengland.org/education)

The Church of England's website

[www.crackingre.co.uk](http://www.crackingre.co.uk)

The Stapleford Centre for RE and Spiritual Development in Schools

[www.cra.org.au](http://www.cra.org.au)

School chaplaincy

[www.iccuk.org](http://www.iccuk.org)

The Islamic Cultural Centre

[www.mcb.org.uk](http://www.mcb.org.uk)

The Muslim Council of Britain

[www.nchtuk.org.uk](http://www.nchtuk.org.uk)

National Council of Hindu Temples UK

[www.schoolswork.co.uk](http://www.schoolswork.co.uk)

Resources for Christian work in schools

[www.thebuddhistsociety.org](http://www.thebuddhistsociety.org)

The Buddhist Society

[www.thesikhway.com](http://www.thesikhway.com)

British Sikh Education Council

## Unit 8: Schools as Organisations

**Unit reference number:** A/601/3326

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 15

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### Unit aim

The aim of this unit is to prepare learners for working in an educational setting. It covers knowledge and understanding of the education sector, how an educational institution is organised, the ethos, mission, aims and values, legislative and policy frameworks, and their contribution to wider policies for children and young people.

The focus of the unit is on the organisation and management of educational institutions and the wider context in which they operate. It provides the essential knowledge required for volunteers working in educational settings.

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

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

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

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

**Note:** in this unit, 'school' is used to cover a wide range of educational institutions such as schools, academies, colleges, free schools, special units. All of these come under the heading 'educational setting'.

It is recommended that this unit be delivered simultaneously with *Unit 5: Principles of Working as a Volunteer in Educational Settings*. This will provide the opportunity to relate the ethos, mission, aims and values of the employing agency to those of the educational setting. Together, these two units will provide a holistic underpinning to subsequent learning and ensure that learners working as volunteers have sufficient knowledge and understanding of the relationships between the two bodies to work in a way that is positive and supportive of both.

## Assessment requirements for knowledge units

This unit is a knowledge-based unit.

This unit includes observation in the workplace.

Learners must have a current Criminal Records Bureau Enhanced Disclosure and the employing agency must consider them to be 'not unfit to practise with children, young people and/or vulnerable adults'.

Any observation should be in an appropriate educational setting and must be supervised by a qualified member of staff employed within that educational setting or by the employing agency. Any voluntary support work carried out by a learner must be supervised.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria	Unit amplification
1	Know the structure of education from early years to post-compulsory education	1.1 Summarise entitlement and provision for early years education	<ul style="list-style-type: none"> <li>□ Early years education: as relevant in home nation, eg entitlement, provision for early years, eg nurseries, nursery classes attached to primary schools, preschools and playgroups, primary school reception classes, accredited childminders, Sure Start Children's Centres.</li> </ul>
		1.2 Explain the characteristics of the different types of schools in relation to educational stage(s) and school governance	<ul style="list-style-type: none"> <li>□ Types of state and independent schools: community, foundation and trust, voluntary aided, voluntary controlled, specialist, academies and free schools, city technology colleges, community and foundation special schools, faith schools, grammar schools, maintained boarding schools, independent schools.</li> <li>□ Educational stages: nursery, infant, junior, primary, first, middle, secondary, sixth-form college.</li> <li>□ School governance: bodies involved, eg national government, local government, governing body, parent councils; types, eg charitable foundation or trust, religious organisation, business, faith or voluntary groups.</li> </ul>
		1.3 Explain the post-16 options for young people and adults	<ul style="list-style-type: none"> <li>□ Post-16 options: in schools, sixth-form college, further education, apprenticeships, higher education.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
2 Understand how schools are organised in terms of roles and responsibilities	2.1 Explain the strategic purpose of: a) school governors b) senior management team c) other statutory roles eg SENCO d) teachers e) support staff roles  2.2 Explain the roles of external professionals who may work with a school eg educational psychologist	<ul style="list-style-type: none"> <li><input type="checkbox"/> School governors: governing bodies/boards of governors/parent councils as relevant to the home nation, community governors, staff representatives, local authority governors, governors appointed by the relevant religious body or foundation, sponsor governors.</li> <li><input type="checkbox"/> Senior management team: head teacher/principal, deputy head, assistant head, school business manager/bursar.</li> <li><input type="checkbox"/> Other statutory roles: child protection, special educational needs, looked-after children and young people, health and safety.</li> <li><input type="checkbox"/> Teachers: class teachers, subject teachers, subject leaders, heads of department, pastoral roles.</li> <li><input type="checkbox"/> Support staff: catering, administration, technical, learning support, pupil support, site.</li> </ul>
3 Understand school ethos, mission, aims and values	3.1 Explain how the ethos, mission, aims and values of a school may be reflected in working practices  3.2 Evaluate methods of communicating a school's ethos, mission, aims and values	<ul style="list-style-type: none"> <li><input type="checkbox"/> External professionals: educational psychologist, therapists, eg speech and language, physiotherapist, local authority advisers, behaviour support team, education welfare officer, school nurse, peripatetic teachers, eg music.</li> <li><input type="checkbox"/> Ethos, mission, aims and values: how schools develop their ethos, mission, aims and values, processes, considerations.</li> <li><input type="checkbox"/> Reflected in working practices: relationship to issues in school such as discipline, expectations of children and young people; content of assemblies and/or tutor group sessions.</li> <li><input type="checkbox"/> Communicating ethos, mission, aims and values: to children and young people, staff, parents/carers, local community.</li> <li><input type="checkbox"/> Methods: prospectus, website, publicity material, staff handbook.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
4 Know about the legislation affecting schools	<p>4.1 Summarise the laws and codes of practice affecting work in schools</p> <p>4.2 Explain how legislation affects how schools work</p> <p>4.3 Explain the roles of regulatory bodies relevant to the education sector which exist to monitor and enforce the legislative framework, including:</p> <p>a) general bodies such as the Health and Safety Executive</p> <p>b) school-specific regulatory bodies</p>	<p>□ Laws and codes of practice: for home country; for children, eg Children Act 2006, human rights, eg United Nations Convention on the Rights of the Child, Human Rights Act (1998); equality and diversity, eg Equality Act 2010; health and safety, eg Health and Safety at Work etc Act 1974; child protection, eg Safeguarding Vulnerable Groups Act 2006, Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children 2010; data protection, eg Data Protection Act 1998; special educational needs, eg SEN Code of Practice, school curriculum, eg Education Act 1996/2002; employment, eg Employment Rights Act 1996.</p> <p>□ Laws and codes of practice affecting schools: impact, eg promoting the rights of children and young people, parents/carers and staff, safeguarding the health, safety and security of children and young people, staff and visitors, protecting against discrimination, ensuring entitlement to a broad and balanced education for children and young people, providing additional support for those who need it.</p> <p>□ Regulatory bodies: roles, eg as relevant to the home nation, for health and safety, for equal opportunities, for food safety and hygiene, for school inspections, for the National Curriculum, for school meals.</p>

Learning outcomes	Assessment criteria	Unit amplification
5	Understand the purpose of school policies and procedures	<ul style="list-style-type: none"> <li>□ Policies and procedures: purpose, eg to support staff in meeting legislative requirements, to protect the rights of staff and children/young people, to ensure consistency in service provision, to address risk management or service issues.</li> </ul>
5.1	Explain why schools have policies and procedures	<ul style="list-style-type: none"> <li>□ School policies and procedures relating to staff: accessibility plan, recruitment and selection, vetting and barring, allegations of abuse against staff, designated teachers, health and safety including risk assessment, performance management, equal opportunities, staffing structure, staff appraisal, training and development, staff discipline, conduct and grievance.</li> <li>□ School policies and procedures relating to pupil welfare: types, eg accessibility plan, child protection, anti-bullying, health and safety, risk assessments, discipline and pupil behaviour, food policy, management and administration of medicines.</li> <li>□ School policies and procedures relating to teaching and learning: admissions policy, curriculum, special educational needs, early years foundation stage/phase, homework, equal opportunities, English as an Additional Language (EAL) or Welsh/Gaeilge as a second language, attendance, exclusion of pupils, sex education.</li> <li>□ School policies and procedures relating to equality, diversity and inclusion: disability equality, gender equality, race equality, diversity, discrimination, inclusion.</li> <li>□ School policies and procedures relating to parents/carers: range, eg home-school agreements, complaints, parent teacher association/parent forum, consultation events, parents'/carers' access to teachers, home-school communications.</li> </ul>
5.2	Summarise the policies and procedures schools may have relating to: <ul style="list-style-type: none"> <li>a) staff</li> <li>b) pupil welfare</li> <li>c) teaching and learning</li> <li>d) equality, diversity and inclusion</li> <li>e) parental engagement</li> </ul>	

Learning outcomes	Assessment criteria		Unit amplification
	5.3	Evaluate how school policies and procedures may be developed and communicated	<ul style="list-style-type: none"> <li>□ Development of school policies: includes gathering information, evaluating current practice, identifying policy objectives, consultation, developing shared ownership, supporting implementation.</li> <li>□ Communicating school policies: to, eg pupils, staff, parents/carers, local community.</li> </ul>
6	6.1	Summarise the roles and responsibilities of national and local government for education policy and practice	<ul style="list-style-type: none"> <li>□ National and local government: definition and scope of education policy, role of devolved governments – Department for Education (DfE), Department for Children, Education, Lifelong Learning and Skills (DCELLS), Department of Education (DENI) and Scottish Executive Education Department, local responsibility for implementing policy for relevant home country.</li> </ul>
	6.2	Explain the role of schools in national policies relating to children, young people and families	<ul style="list-style-type: none"> <li>□ Role of schools in policies: for home nation, integrated working, extended services, Every Child Matters: Change for Children, Children’s and Young People’s Partnerships, Children and Young People’s Plans, Children’s Strategy (Northern Ireland), For Scotland’s Children 2001.</li> </ul>
	6.3	Explain the roles of other organisations working with children and young people and how they may impact on the work of schools	<ul style="list-style-type: none"> <li>□ Other organisations: social services, youth justice, police, further education sector, youth work, health services, sports and culture sector organisations eg community sport, libraries and museums.</li> </ul>

## Information for tutors

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### Delivery

It is helpful to adopt a holistic approach to both delivery and assessment. This reinforces links between the different aspects of learning and teaching and reduces the risk of repeated teaching and assessment.

It is recommended that this unit should be delivered concurrently with *Unit 5: Principles of Working as a Volunteer in Educational Settings*, as this will reinforce the recognition that the work undertaken by the employing agency primarily takes place within an education context such as a school, academy or college. It also ensures that all learners understand the wider context of working in educational settings.

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

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

Wherever possible, the unit content should be related to learners' own situations and experiences. At the beginning of the unit, time can be given to discussing assessment activities, the links between units and the use of observation in the workplace.

### Suggested learning activities

The suggested learning activities below are designed to enable the learner to meet the learning outcomes (LOs). It is recommended that centres use a variety of learning activities for example tutor input, group work, whole-group discussions, video/DVD clips, role play, simulation games, observation, interviews and visiting specialists. These suggestions are for guidance only and it is recommended that centres adapt Edexcel suggestions to meet local needs and resources.

- Tutors encourage learners to create a whole-group mindmap of the structure of education from early years to post-compulsory education (LO 1). Tutors encourage learners to visit an educational setting and, through a set of questions which they ask key members of staff, understand how schools are organised in terms of roles and responsibilities (LO 2).
- Learners could present, within the group, the ethos, mission, aims and values (EMAV) of an educational setting and compare them with those of the employing agency, especially focusing on the added value that voluntary work brings (LO 3). The tutor should explain the laws and codes of practice affecting work in schools and the roles of regulatory bodies relevant to the education sector (LO 4).
- Tutors explain why schools have policies and procedures and summarise their relation to staff, pupil welfare, teaching and learning, equality, diversity and inclusion and parental engagement. Learners can then evaluate how the policies and procedures may be developed and communicated (LO 5).

- Tutors prepare a board game, in the style of 'pairs', but using three cards for each subject rather than two cards – ie a game of 'triples'. One subject relates to the national picture, the second relates to the local authority or regional picture, and the third relates to the educational setting. All the cards are placed face down and each learner turns over three cards on their turn. If they match, the learner keeps them and has another turn. If they do not match, they turn them face down again. Learners and tutors discuss the various issues as they turn the cards over and make links between relevant ideas. In this way, learners will be able to understand the wider context in which schools operate (LO 6).

## Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

To avoid duplication assessment for this unit needs to be looked at alongside the assessment of *Unit 5: Principles of Working as a Volunteer in Educational Settings*. Through this unit, learners will demonstrate the knowledge and understanding required when working as a volunteer in an educational setting.

## Suggested assessment activities to meet learning outcomes and assessment criteria

The suggested assessment activities below that cover the criteria in the assessment grid. These are for guidance only and it is recommended that centres either adapt them to meet local needs and resources or write their own assessments.

Assessment should enable learners to produce a portfolio of evidence that will meet the qualification requirements.

From these suggested activities learners produce a portfolio of evidence that might include: observations, reflections, presentations (video or audio recorded), reports, posters, mindmaps, and other evidence of meeting the assessment criteria.

## Activities:

Learners take part in a quiz which will demonstrate that they:

- know the structure of education from early years to post-compulsory education understand how schools are organised in terms of roles and responsibilities and know about the legislation affecting schools. (LO 1: AC 1.1, 1.2, 1.3; LO 2: AC 2.1, 2.2; LO 4: AC 4.1, 4.2, 4.3)
- Learners deliver a brief presentation to the learning group around the ethos, mission, aims and values of an educational setting and how they are reflected in working practices and the methods of communication used. Tutors should submit a witness statement for each learner (LO 3: AC 3.1, 3.2).
- Learners prepare a flow-chart to be used within their employing agency. The chart shows which policies and procedures should be used to address the various issues that may arise through voluntary work in educational settings. The flow-chart should include an evaluation of how the policies and procedures may be developed and communicated (LO 5: AC 5.1, 5.2, 5.3).
- Learners prepare an article for a magazine or journal that summarises and explains the wider context in which schools operate (LO 6: AC 6.1, 6.2, 6.3).

## Indicative resource materials

### Textbooks

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

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

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

### Journals and magazines

*Journal of Education Policy*

*School Leadership and Management*

### Websites

[www.deni.gov.uk](http://www.deni.gov.uk)

Department of Education (Northern Ireland)

[www.education.gov.uk](http://www.education.gov.uk)

Department for Education (England)

[www.governorswales.org.uk](http://www.governorswales.org.uk)

Website providing advice on all aspects of school governance in schools in Wales

[www.nga.org.uk](http://www.nga.org.uk)

National Governors' Association, an independent organisation representing school governors in maintained schools and academies in England

[www.ukgovernors.org.uk](http://www.ukgovernors.org.uk)

Online advice and discussion forum for those involved in school governance in the UK

[www.wales.gov.uk/topics/educationandskills](http://www.wales.gov.uk/topics/educationandskills)

The Welsh Government site for Education and Skills

# Unit 9: Support Children and Young People during Transitions in their Lives

**Unit reference number:** D/601/8325

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 18

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## Unit aim

This unit covers the knowledge, understanding and skills needed to support children and young people through transitions in their lives. The unit requires competence in recognising and responding to signs and indications of transitions and supporting children and young people to manage transitions and reach positive outcomes. Integrated working to support children and young people through transitions is an important aspect of this unit.

Transitions are a natural part of growing and maturing and common transitions, such as starting school or moving to secondary school, can be anticipated. Some children or young people experience transitions through life events such as bereavement or family breakdown. Transitions can have a significant impact on emotional and social wellbeing and learning and, therefore, children and young people need support to cope with all transitions.

Children and young people with disabilities or special educational needs and those most at risk of exclusion or underachievement are particularly vulnerable to the effects of transition and it may be necessary to adapt or intensify support to improve outcomes for these individuals.

Early identification of changes in the attitude and behaviour of children and young people which may relate to a transitional experience is essential to ensure support is planned and provided through multi-agency working. Those supporting teaching and learning in schools who work closely with children and young people are in a unique position to recognise the impact of transitions they may be going through, provide reassurance and support, and take appropriate action to enable positive outcomes.

In this unit, learners will explore the range and impact of transitions that children and young people may experience. They will also look at the particular needs of children and young people most at risk of exclusion or underachievement and those with disabilities or special educational needs.

In achieving this unit, learners will need to demonstrate their ability to recognise and respond to transitions in children and young people's lives demonstrate as well as competence in supporting children and young people to manage transitions.

Learners must also show they can work with others to plan integrated support for children and young people experiencing transitions, complying with legal, organisational and ethical requirements for information sharing.

## Assessment requirements

This unit requires assessment in the workplace.

Learners must have a current Criminal Records Bureau Enhanced Disclosure and the employing agency must consider them to be 'not unfit to practise with children, young people and/or vulnerable adults'.

Any voluntary work practice should be in an appropriate educational setting and must be supervised by a qualified member of staff employed within that educational setting.

Voluntary work practice may be observed for assessment purposes. This can be captured and reflected through evidence such as witness statements, observation records, expert witness testimony, supported by products of learner work, reflective accounts and professional discussion. Any voluntary support work carried out by a learner must be supervised.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes	Assessment criteria	Unit amplification
1 Understand the range and impact of transitions that children and young people may experience	<p>1.1 Explain the different types of transitions that children and young people may experience</p> <p>1.2 Explain patterns of transition from childhood to adulthood</p> <p>1.3 Explain how different types of transitions may affect a child or young person</p> <p>1.4 Explain how a child or young person's approach to transitions may be affected by their culture</p> <ul style="list-style-type: none"> <li>• religion</li> <li>• personal beliefs</li> <li>• gender</li> <li>• stage of development</li> <li>• previous experiences</li> </ul>	<ul style="list-style-type: none"> <li>□ Types of transitions: types, eg emotional, physical, eg moving to a new educational establishment, a new home/locality, intellectual, eg moving from pre-school to primary, or primary to secondary school, physiological, eg puberty, long-term medical conditions.</li> <li>□ Transition from childhood to adulthood: patterns, eg baby weaning into solid food, from nappies to becoming toilet trained; young child, eg starting nursery, starting school; children, eg moving to secondary school, moving to further education/training; young people, eg moving to higher education, employment, marriage, parenthood.</li> <li>□ types of transitions, eg emotional, intellectual, physical, physiological; effects of transitions on child or young person eg on behaviour, learning, mental health, physical health and development.</li> <li>□ Culture, eg ways children and young people are supported, encouraged, prepared for planned transitions, attitudes to education; religion, eg approaches to bereavement; personal beliefs, eg impact of self-image or personal values on transition from one key stage at school to the next; gender, eg boys should not show emotions; stage of development, eg level of understanding about reason for transition, level of independence; previous experience, eg positive previous experience will make children and young people confident, poorly- managed transition will make children anxious.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	1.5 Explain how transitions may affect children and young people most at risk of exclusion or underachievement	<ul style="list-style-type: none"> <li>□ Transitions affect those most at risk of exclusion or underachievement: reasons, eg limited resilience, decline in academic achievement, poor motivation, effects of stress, children and young people with multiple adversities most at risk of poor outcomes.</li> </ul>
	1.6 Explain why children and young people with disabilities or special educational needs may need additional support to manage transitions	<ul style="list-style-type: none"> <li>□ Need for additional support to manage transition: reasons, eg feelings of insecurity, need explanations relevant to stage of development and cognitive ability, vulnerable to bullying, may have been over protected, may not have been cared for, need reassurance that extra support is available, may be mentally/emotionally unable to cope with change, eg Asperger's Syndrome.</li> </ul>
2 Be able to recognise and respond to transitions in children and young people's lives	2.1 Explain with examples the signs and indications that a child or young person is experiencing a transition in their life	<ul style="list-style-type: none"> <li>□ Indications of transition: signs, eg information from parents/carers, changes in behaviour, decreased motivation, lack of progress, social interactions affected, attendance.</li> </ul>
	2.2 Provide opportunities for children and young people to explore and discuss significant events and experiences that may impact on them	<ul style="list-style-type: none"> <li>□ Opportunities for discussion: eg relationship with key person, tutor, mentor, circle time, assemblies, Personal, Social and Health Education (PSHE) curriculum activities, Social and Emotional Aspects of Learning (SEAL) activities, activities to prepare children moving from Early Years Foundation Stage (EYFS) to Key Stage 1, activities to prepare children moving from primary to secondary school.</li> </ul>
	2.3 Identify signs of concern or distress in children or young people which may relate to a transitional experience	<ul style="list-style-type: none"> <li>□ Signs of concern or distress: eg changes in behaviour, decreased motivation, lack of progress, social interactions affected, attendance, bullying, being bullied.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	2.4 Recognise and take account of any signs of change in the attitude and behaviour of individual children or young people	<ul style="list-style-type: none"> <li>□ Changes in attitude and behaviour: actions, eg following behaviour policy of school, realistic expectations, applying rules and sanctions, monitoring behaviour, reporting changes in behaviour pattern, speaking to child/removing child from situation if distress observed, discussing behaviour with child or young person.</li> </ul>
	2.5 Share information and concerns about children or young people with the appropriate person or agency according to the procedures of the setting	<ul style="list-style-type: none"> <li>□ Sharing information and concerns: ways, eg following procedures of setting for reporting and recording information and information sharing, awareness of own roles and responsibilities.</li> </ul>
3 Be able to work with others to plan integrated support for children and young people going through transitions	3.1 Explain the support available for children and young people going through transitions	<ul style="list-style-type: none"> <li>□ Support available: within the setting, eg induction process, key person, form tutor, buddy scheme, leaving assemblies, welcoming assemblies, support in the classroom, involvement of parents/carers; other agencies, eg Sure Start, planning with secondary school and further education college, Connexions; multi-agency transition planning for children and young people with special educational needs and disabilities; health visitor; planning support specific to the type of transition, eg for bereaved children from Child Bereavement Trust; for children of families in the armed forces.</li> </ul>
	3.2 Explain the legal frameworks, organisational procedures, and referral routes to ensure integrated working for children and young people going through transition	<ul style="list-style-type: none"> <li>□ Legal frameworks, organisational procedures and referral routes: types, eg Every Child Matters – Change for Children (2004), Every Child Matters – Making It Happen: Working together for children, young people and families (2008), Common Assessment Framework (CAF), Aiming High for Disabled Children, Better support for Families (2007); referral routes in school, eg SENCO, protocol for recording and information sharing.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	3.3 Use knowledge of individual children and young people to contribute to planning how to support them in managing transition	<ul style="list-style-type: none"> <li>□ Contributing to planning support: ways, eg sharing observations of the behaviour of children and young people, involving children and young people in planning, involving parents/carers in planning.</li> </ul>
	3.4 Comply with legal, organisational and ethical requirements relating to the exchange of information	<ul style="list-style-type: none"> <li>□ Complying with legal, organisational and ethical requirements: following school policies and procedures; requirements relating to confidentiality, data handling, information sharing.</li> </ul>
	3.5 Demonstrate respect for the role and expertise of other professionals in planning support for children and young people going through transitions	<ul style="list-style-type: none"> <li>□ Respect for the role and expertise of other professionals: reasons eg professional training, experience, awareness of lines of accountability and responsibility.</li> </ul>
4 Be able to support children and young people to manage transitions in their lives	4.1 Work within the boundaries and protocols that govern own role in supporting children or young people going through transitions	<ul style="list-style-type: none"> <li>□ Boundaries and protocols: awareness of own roles and responsibilities, eg parameters of own role, lines of reporting, professional relationships with children and young people.</li> </ul>
	4.2 Demonstrate ways of supporting children and young people to manage transitions in their lives	<ul style="list-style-type: none"> <li>□ Support to manage transitions: ways, eg developing and maintaining respectful relationships, enabling children and young people to share concerns and fears, awareness of individual needs, encouraging children and young people to ask questions about transitions in their lives, listening actively to what children and young people are saying about transitions in their lives, explaining situations fully and accurately, working with children and young people to explore possible actions to deal with new and challenging situations, involving children and young people in making decisions, summarising and confirming key points in discussions with children and young people.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	4.3 Provide support in a timely way to help children and young people to manage transitions and reach positive outcomes	<ul style="list-style-type: none"> <li>□ Timely support: ways, eg reporting concerns, awareness of changes to behaviour and motivation, enabling support to be put in place in order to minimise effects.</li> </ul>
	4.4 Support children and young people to recognise and build on their strengths to manage change positively	<ul style="list-style-type: none"> <li>□ Recognising and building on their strengths: ways, eg encouraging children and young people to think of transitions as positive, ensuring success in manageable tasks to build self-esteem, praise, encouraging peer support.</li> </ul>
	4.5 Provide opportunities for children and young people to discuss the effects and results of transition	<ul style="list-style-type: none"> <li>□ Discussing the effects and results of transition: opportunities, eg circle time, tutor groups, mentoring sessions, tutorials.</li> </ul>
	4.6 Explain when and how to refer children and young people to others within the setting or in other agencies should further support be necessary	<ul style="list-style-type: none"> <li>□ When and how to refer: following procedures of school for reporting and recording, eg lines of reporting, reporting changes in behaviour and motivation.</li> </ul>

## Information for tutors

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### Delivery

It is helpful to adopt a holistic approach to both delivery and assessment. This reinforces links between the different aspects of learning and teaching and reduces the risk of repeated teaching and assessment.

It is recommended this unit be delivered concurrently with the other optional units linked to Teaching and Learning (Formal Learning) Options: *Unit 10: Supporting Teaching and Learning in a Curriculum Area* and *Unit 4: Learning Styles and their Role in Learning and Achievement*.

Wherever possible, unit content should be related to learners' own situations and experiences. Tutors should emphasise the links with current professional standards, such as the Schools (Voluntary Support) Work standards found on the [schoolswork.co.uk](http://schoolswork.co.uk) website, and the National Occupational Standards for Supporting Teaching and Learning, which can be found on the government's DfE website ([www.education.gov.uk/schools/careers/traininganddevelopment/staff/standards/b00203854/nos-for-stl](http://www.education.gov.uk/schools/careers/traininganddevelopment/staff/standards/b00203854/nos-for-stl)).

At the beginning of the unit, time can be given to discussing assessment activities, the links between units, the use of practice as a part of the learning process and the use of evidence from the workplace.

### Suggested learning activities

The suggested learning activities below are designed to enable the learner to meet the learning outcomes (LOs). It is recommended that centres use a variety of learning activities for example tutor input, group work, whole-group discussions, video/DVD clips, role play, simulation games, observation, interviews and visiting specialists. These suggestions are for guidance only and it is recommended that centres adapt Edexcel suggestions to meet local needs and resources.

- Tutors create a timeline and learners 'post' notes to add the various transitions to the appropriate time. Tutor input on patterns of transition from childhood to adulthood. Small-group work in which learners describe how different types of transitions may affect a child or young person. Learners talk with children/young people in small groups about the various transitions and what they experience. Tutor provides flipchart sheet for each topic, including underachievement, at risk of exclusion and disabilities/special educational needs (LO 1).
- Tutor-led session to build a set of indicators for children/young people showing signs that they are experiencing a transition. Learners then use these in practice (LO 2).
- Tutor input using the Information-Advice-Guidance spectrum, on the support available and the legal and ethical limits. Learners discuss scenarios in order to explore interventions, legal, organisational and ethical requirements and respect for the roles of other professionals (LO 3).
- Tutor-led discussion on boundaries and protocols of involvement by voluntary workers and learners undertake practice, learning through reflections with supervisors (LO 4).

## Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Through this unit, learners will demonstrate the knowledge, understanding and skills required to support children and young people during transitions in their lives. Assessment criteria 2.2, 2.3, 2.4, 2.5, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4 and 4.5 must be assessed in the workplace. Any voluntary support work carried out by a learner must be supervised.

### **Suggested assessment activities to meet learning outcomes and assessment criteria**

The suggested assessment activities below cover the criteria in the assessment grid. These are for guidance only and it is recommended that centres either adapt them to meet local needs and resources or write their own assessments.

Assessment should enable learners to produce a portfolio of evidence that will meet the qualification requirements.

From these suggested activities learners produce a portfolio of evidence, which might include: observations, reflections, presentations (video or audio recorded), reports, posters, mindmaps, and other evidence of meeting the assessment criteria.

### **Activities**

- Learners prepare a presentation, either within the educational setting to parents/carers, or on behalf of the employing agency to a group of interested people for example Mothers' Union, University of the Third Age, or as a training event for volunteers who would be working with children or young people in transition. The presentation needs to cover:
  - different types of transition
  - patterns of transition
  - how different types of transition may affect a child or young person
  - the effect on those at risk of exclusion or underachievement
  - the effect on those with disabilities or special educational needs, and the support available
  - the indicators which teachers and others look out for
  - legal frameworks, organisational procedures and referral routes.

The presentation could include some of the comments from the interviews with children, where the individuals are not identified or identifiable.

The assessment should include an evaluation of the event by the attendees and an assessment by a tutor/assessor (LO 1: AC 1.1, 1.2, 1.3, 1.4, 1.5, 1.6; LO 2: AC 2.1; LO 3: AC 3.1, 3.2).

- Learners work with groups of children or young people to explore and discuss significant events and experiences that may affect them. Learners use the 'Indicators' as a tool to identify those who may be experiencing transition and be affected by it. Supervisors will need to submit an observation report on practice and learners should submit both their recording sheets and a reflection with their employing agency supervisor (LO 2: AC 2.2, 2.3, 2.4, 2.5; LO 3: 3.3, 3.4, 3.5).

- Learners prepare a short job description for the role they are undertaking in working with transitions, including the boundaries, protocols and referral procedures (LO 4: AC 4.1, 4.6). Learners undertake practice and submit recording sheets and are observed by another member of staff, probably from the employing agency (LO 4: AC 4.1, 4.2, 4.3, 4.4, 4.5, 4.6).

## Indicative resource materials

### Textbooks

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

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

Fisher J – *Moving On to Key Stage 1: Improving Transition from the Early Years Foundation Stage* (Open University Press, 2010) ISBN 9780335238460

Potter M – *Moving On Up: All You Need to Ease the Transition from Primary to Secondary School* (A&C Black, 2009) ISBN 9781408109137

### Journals and magazines

*Children & Young People Now*

*Early Childhood Education*

*Early Years Educator*

*Junior Education*

*Times Education Supplement (TES)*

### Websites

[www.childbereavement.org.uk](http://www.childbereavement.org.uk)

Child bereavement charity

[www.crusebereavementcare.org.uk](http://www.crusebereavementcare.org.uk)

Support services for those affected by bereavement

[www.sceschools.com/deployment](http://www.sceschools.com/deployment)

Service Children's Education: supporting the military community during deployment

# **Unit 10: Support Teaching and Learning in a Curriculum Area**

**Unit reference number: J/601/7718**

**QCF level: 3**

**Credit value: 3**

**Guided learning hours: 12**

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## **Unit aim**

This unit gives learners the knowledge, understanding and skills to support teaching and learning in a curriculum area. This includes developing and using subject knowledge and skills to support teaching and learning.

Voluntary workers supporting teaching and learning within a curriculum area provide invaluable assistance to the class teacher, bringing in different ways of looking at the subjects and key skills from informal learning environments.

In this unit, learners will gain an overview of the curriculum area in which they work, the expectations of children and young people within that curriculum area and the roles of teacher and support staff in helping class members achieve their full potential.

Learners will use their own subject knowledge to help with the planning and delivery of learning activities and to support children and young people within the classroom to develop their knowledge, understanding and skills.

Learners are then asked to evaluate their own subject knowledge and skills, using feedback, to identify areas for improvement and to demonstrate this improvement within the workplace.

Finally, learners will reflect on the effectiveness of support for teaching and learning within their curriculum area, becoming involved in sharing knowledge and expertise and helping to improve standards.

This unit combines the study of a specific curriculum area, and the knowledge and skills required to support children and young people in that area, with workplace experience in which learners must actively demonstrate that they understand and can put into practice what they have learned. The unit requires learners to be working as a volunteer within an educational setting and to have some prior knowledge of the responsibilities of the role.

## Assessment requirements

This unit requires assessment in the workplace.

Learners must have a current Criminal Records Bureau Enhanced Disclosure and the employing agency must consider them to be 'not unfit to practise with children, young people and/or vulnerable adults'.

Any voluntary work practice should be in an appropriate educational setting and must be supervised by a qualified member of staff employed within that educational setting.

Voluntary work practice may be observed for assessment purposes. This can be captured and reflected through evidence such as witness statements, observation records, expert witness testimony, supported by products of learner work, reflective accounts and professional discussion. Any voluntary support work carried out by a learner must be supervised.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to use subject knowledge to support teaching and learning in a curriculum area	1.1	Explain the aims of learning provision in a curriculum area	<ul style="list-style-type: none"> <li>□ Learning provision in a curriculum area: provision, eg syllabus content, to include both knowledge and skills taught, resources, delivery of syllabus, assessment of progress, extra-curricular activities within the curriculum area, eg trips, visits, visiting speakers, expected levels of attainment.</li> </ul>
		1.2	Summarise the relevant school curriculum and age-related expectations of learners in the curriculum area	<ul style="list-style-type: none"> <li>□ School curriculum area: syllabus content including both knowledge and skills, National Curriculum.</li> <li>□ Age-related expectations: Key Stage descriptors, differentiation of learning.</li> </ul>
		1.3	Explain the relationship between the role of the teacher and own role in supporting teaching and learning in the curriculum area	<ul style="list-style-type: none"> <li>□ Teacher's and own role: involvement, eg of both in selection of syllabus or units appropriate to learner needs, in planning learning activities, selection of tasks appropriate to learner needs, adaptation of tasks as appropriate, review of teaching methods used and suitability for needs of individual children and young people requiring support, preparation of resources, delivery of learning activities, evaluation of learning activities, identification of individuals or small groups requiring extra support, preparation of differentiated materials, special arrangements for assessment of children and young people with special needs, eg scribing, working away from main class.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	<p>1.4</p> <p>Use own subject knowledge to:</p> <ul style="list-style-type: none"> <li>● contribute to the planning, delivery and evaluation of learning activities or lessons</li> <li>● support learners in developing knowledge, understanding and skills in the curriculum area</li> <li>● help learners address errors or misconceptions in understanding the principles and concepts of the subject area</li> </ul>	<ul style="list-style-type: none"> <li>□ Own subject knowledge: research and study in a particular area of the curriculum.</li> <li>□ Planning, delivery and evaluation: preparation, gathering resources, contact learning time, assessments.</li> <li>□ Supporting learners: explain, describe, clarify, repeat, approach in a different way.</li> <li>□ Helping learners address errors or misconceptions: answer questions, clarify, explain, listen carefully, challenge thinking.</li> </ul>
<p>2</p> <p>Be able to develop own subject knowledge</p>	<p>2.1</p> <p>Carry out a realistic self-evaluation of subject knowledge and skills</p> <p>2.2</p> <p>Use feedback from teachers and others to identify any subject knowledge and skills that would help improve the support provided for teaching and learning in the curriculum area</p>	<ul style="list-style-type: none"> <li>□ Teacher's and own role: involvement, eg of both in selection of syllabus or units appropriate to learner needs, in planning learning activities, selection of tasks appropriate to learner needs, adaptation of tasks as appropriate, review of teaching methods used and suitability for needs of individual children and young people requiring support, preparation of resources, delivery of learning activities.</li> <li>□ Identifying subject knowledge and skills to improve: evaluation of learning activities, identification of individuals or small groups requiring extra support, preparation of differentiated materials, special arrangements for assessment of children and young people with special needs, eg scribing, working away from main class.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	2.3 Identify and use opportunities to improve own subject knowledge and skills	<ul style="list-style-type: none"> <li>□ Improving subject knowledge and skills: identification of ways to improve own subject knowledge and skills, eg further study of textbooks and other classroom materials, research into videos, DVDs, audio-visual or other presentations used as basis for classroom study.</li> </ul>
	2.4 Demonstrate how new subject knowledge and skills have been incorporated into own practice	<ul style="list-style-type: none"> <li>□ New subject knowledge and skills: using interactive whiteboard techniques, observation of other practitioners, discussion, eg with professionals, staff training officer, demonstration, eg of incorporation of new subject knowledge into own practice.</li> </ul>
3 Be able to contribute to developing teaching and learning in a curriculum area	3.1 Monitor advances in knowledge and practice relevant to the curriculum area to a sufficient level to keep abreast of developments	<ul style="list-style-type: none"> <li>□ Monitoring advances in knowledge and practice: curriculum advances, eg reading relevant journals, quality newspapers, websites, discussing with specialist teacher; attending relevant meetings, eg planning, topical debate, discussions on practice, local subject specialism forum.</li> </ul>
	3.2 Use evidence of own and others' work to reflect on the effectiveness of support for teaching and learning in the curriculum area	<ul style="list-style-type: none"> <li>□ Effectiveness of support: tools, eg reflective practitioner, on performance of others within the curriculum area and outside, reflecting on the progress made by children and young people being supported.</li> </ul>
	3.3 Make suggestions for improving support for teaching and learning in the curriculum area	<ul style="list-style-type: none"> <li>□ Improving support: assessing strengths and weaknesses of the support for teaching and learning in the curriculum area, identifying good practice, reflection.</li> </ul>
	3.4 Share subject knowledge and expertise with colleagues to improve teaching and learning in the curriculum area	<ul style="list-style-type: none"> <li>□ Sharing subject knowledge and expertise: making suggestions for improving support, discussing with colleagues, contributing to reviews, recommending books, journals, websites.</li> </ul>

## Information for tutors

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### Delivery

It is helpful to adopt a holistic approach to both delivery and assessment. This reinforces links between the different aspects of learning and teaching and reduces the risk of repeated teaching and assessment.

It is recommended that this unit be delivered concurrently with other optional units linked to Teaching and Learning (Formal Learning) Options: Unit 4: Learning Styles and their Role in Learning and Achievement, Unit 9: Support Children and Young People during Transitions in their Lives.

Wherever possible, content of the unit content should be related to learners' own situations and experiences. Tutors should emphasise the links with current professional standards, such as the Schools (Voluntary Support) Work standards found on the [schoolswork.co.uk](http://schoolswork.co.uk) website, and the National Occupational Standards for Supporting Teaching and Learning, which can be found on the government's DfE website ([www.education.gov.uk/schools/careers/traininganddevelopment/staff/standards](http://www.education.gov.uk/schools/careers/traininganddevelopment/staff/standards)).

At the beginning of the unit, time can be given to discussing assessment activities, the links between units, the use of practice as a part of the learning process and the use of evidence from the workplace.

### Suggested learning activities

The suggested learning activities below are designed to meet the learner to achieve the learning outcomes (LOs). It is recommended that centres use a variety of learning activities, are given below for example tutor input, group work, whole-group discussions, video/DVD clips, role play, simulation games, observation, interviews and visiting specialists. These suggestions are for guidance only and it is recommended that centres adapt Edexcel suggestions to meet local needs and resources.

- Tutors could arrange an online quiz covering the basic structure of learning groups in schools, for example key stages, years, attainment targets etc. Learners could have researched the syllabus for their curriculum area to contribute to discussion groups. Tutor input on age-related expectations. Group discussion on relationship between the role of the teacher and own role. Learners use subject knowledge to support teaching and learning in a curriculum area in practice. Post-event reflection sessions with supervising teachers and with employing agency supervisors. Tutors run discussion group for learners post-practice to reflect on learning (LO 1).
- Tutor input on reflective practice and learning, together with self-evaluation techniques, and opportunities to improve subject knowledge and skills. Learners implement this in practice (LO 2).
- Learners seek to join local cluster/subject group in order to monitor advances in knowledge and practice. Tutor-led discussion in learning event on effectiveness of support for teaching and learning and suggestions for improvement. Learners share with the group the subject knowledge and expertise that they have amassed (LO 3).

## Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Through this unit, learners will demonstrate the knowledge, understanding and skills required to support teaching and learning in a curriculum area.

Assessment criteria 1.4, 2.4, 3.3 and 3.4 must be assessed in the workplace.

### **Suggested assessment activities to meet learning outcomes and assessment criteria**

The suggested assessment activities below cover the criteria in the assessment grid. These are for guidance only and it is recommended that centres either adapt them to meet local needs and resources or write their own assessments. The activities should enable learners to produce a portfolio of evidence that will meet the requirements of the qualification.

From these suggested activities learners would produce a portfolio of evidence, which might include: observations, reflections, presentations (video or audio recorded), reports, posters, mindmaps, and other appropriate evidence to meet the assessment criteria.

### **Activities:**

- Learners take part in an online quiz in the learning event. Learners present the aims of the learning provision in a curriculum area in the learning event and this is assessed by the tutor (LO 1: AC 1.1). Learners submit a proposal for their work in a curriculum area, which should include a summary of the curriculum and age-related expectations, together with an explanation as to how they will work with and alongside the teacher (LO 1: AC 1.2, 1.3).
- Learners plan, deliver and evaluate their contribution to learning. They meet with the teacher post-event to discuss the delivery and the teacher submits an observation report. Learners prepare a reflection on three contributions to learning, which will be discussed with their employing agency supervisor, who will also submit evidence (LO 1: AC 1.4; LO 2: AC 2.1, 2.2, 2.3, 2.4).
- Learners submit a personal development plan indicating how they will monitor advances in knowledge and practice in their curriculum area and what they have learned from their own and others' work (LO 3: AC 3.1, 3.2).
- Learners prepare a report for the employing agency on suggestions for improving support for teaching and learning in a specific curriculum area (LO 3: AC 3.3). Learners present their subject knowledge and expertise to their learning group and the tutor submits evidence of the learner having met the criteria (LO 3: AC 3.4).

## Indicative resource materials

### Textbooks

Burnham L (Ed) – *S/NVQ Level 3 Teaching Assistant's Handbook: Primary Schools* (NVQ/SVQ Teaching Assistants: Supporting teaching and learning in schools) (Heinemann, 2007) ISBN 9780435449384

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

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

Constable D – *The Teaching Assistant's Pocketbook* (Teachers' Pocketbooks, 2005) ISBN 9781903776674

Hodgson A and Spours K – *Education and Training 14-19: Curriculum, Qualifications and Organization* (Sage Publications, 2008) ISBN 9781847871824

Lumby J and Foskett N – *14-19 Education: Policy, Leadership and Learning* (Sage Publications, 2005) ISBN 9781412901475

Walton A and Goddard G (eds) – *Supporting Every Child: A Course Book for Foundation Degrees in Teaching and Supporting Learning* (Learning Matters, 2009) ISBN 9781844452033

### Journals and magazines

*Teach Primary*

*Teach Secondary*

*Times Educational Supplement (TES)*

### Websites

[www.classroom-assistant.net](http://www.classroom-assistant.net)

Online resources for classroom assistants, teaching assistants, learning support assistants and teacher's aides

[www.deni.gov.uk](http://www.deni.gov.uk)

Department of Education (Northern Ireland)

[www.infomat.net](http://www.infomat.net)

The Education and Entertainment Network

[www.education.gov.uk/get-into-teaching](http://www.education.gov.uk/get-into-teaching)

Department for Education Teaching Agency (England)

[www.wales.gov.uk/topics/educationandskills](http://www.wales.gov.uk/topics/educationandskills)

The Welsh Government website for Education and Skills

# **Unit 11: Supporting Young People to Enter Employment, Education or Training**

**Unit reference number: J/504/1541**

**QCF level: 3**

**Credit value: 3**

**Guided learning hours: 22**

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## **Unit aim**

This unit helps learners to understand and recommend the potential options for employment, education and training for young people, and to present them in a way that will engage young people. Learners will identify opportunities that are appropriate for individual young people and support them as they seek employment, education or training.

The unit emphasises using an approach that fully understands the opportunities that are available, and which seeks to communicate with young people in ways that will empower them in the process and help them gain confidence and self-esteem as a result.

## **Assessment requirements**

This unit requires assessment in the workplace.

Learners must have a current Criminal Records Bureau Enhanced Disclosure and the employing agency must consider them to be 'not unfit to practise with children, young people and/or vulnerable adults'.

Any voluntary work practice should be in an appropriate educational setting and must be supervised by a qualified member of staff employed within that educational setting.

Voluntary work practice may be observed for assessment purposes. This can be captured and reflected through evidence such as witness statements, observation records, expert witness testimony, supported by products of learner work, reflective accounts and professional discussion. Any voluntary support work carried out by a learner must be supervised.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand options for young people's employment, education and training	1.1	Analyse information to identify opportunities for young people	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information on opportunities: employers seeking staff, local college courses, both full time and part time, other educational opportunities, training options, apprenticeships.</li> </ul>
		1.2	Evaluate the range of options available for young people	<ul style="list-style-type: none"> <li><input type="checkbox"/> Options: training courses, apprenticeships, college courses, employment, internships.</li> </ul>
2	Be able to engage with young people regarding employment, education or training	2.1	Engage with young people about employment, education or training	<ul style="list-style-type: none"> <li><input type="checkbox"/> Engaging with young people: conversations, text messages, social networking media, email, phone calls, letters.</li> </ul>
		2.2	Identify the knowledge, skills and potential abilities of young people	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify: analyse, discern, observe, categorise.</li> <li><input type="checkbox"/> Knowledge: formal knowledge, eg GCSEs, BTEC, other qualifications, informal knowledge, eg streetwise, emotional intelligence, IQ.</li> <li><input type="checkbox"/> Skills: vocational ability, practical ability.</li> <li><input type="checkbox"/> Potential abilities: potential skills, interests, hobbies, recreational activity.</li> </ul>
3	Be able to identify opportunities that are appropriate for individual young people	3.1	Identify opportunities and match them to abilities of young people	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify: analyse, discern, observe, categorise.</li> <li><input type="checkbox"/> Opportunities: employers seeking staff, local college courses, both full-time and part-time, other educational opportunities, training options, apprenticeships.</li> <li><input type="checkbox"/> Matching: analysing, relating one set of information to another, weighing up possibilities.</li> </ul>
		3.2	Enable young people to evaluate opportunities	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate: measure, consider, weigh up, reflect on, look at both sides.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
4 Be able to support young people in seeking employment, education or training	<p>4.1 Engage young people in application processes</p> <p>4.2 Produce plans to prepare young people for interviews</p> <p>4.3 Enable young people to manage acceptance or rejection</p> <p>4.4 Reflect on support provided and how this can inform future practice</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Application processes: searching for opportunities, searching the web, criteria for deciding what to apply for, completing application forms, CVs, understanding job descriptions, completing processes on time, attending interviews, preparing for interviews.</li> <li><input type="checkbox"/> Plans: lists, tasks, objectives, aims.</li> <li><input type="checkbox"/> Preparation for interviews: punctuality, dress, appearance, manner, attentiveness, consideration of answers, going through potential questions, what to ask them.</li> <li><input type="checkbox"/> Managing acceptance: being grateful, thankful, checking details for commencing.</li> <li><input type="checkbox"/> Managing rejection: graciousness, reflecting on what took place, requesting feedback, considering feedback, learning from the event, recognising personal value, self-esteem, self-confidence, looking to the future.</li> <li><input type="checkbox"/> Reflection: consideration of event/experience and what can be learned, analyse approach of the young person, consider current economic climate.</li> <li><input type="checkbox"/> Support provided: conversations, meetings, information gained on possibilities, information gained from the young person, record kept of the process and actions taken.</li> <li><input type="checkbox"/> Future practice: considering ways to work in future, revising practices.</li> </ul>

## Information for tutors

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### Delivery

It is helpful to adopt a holistic approach to both delivery and assessment. This reinforces links between the different aspects of learning and teaching and reduces the risk of repeated teaching and assessment.

It is recommended that, for learners completing the Diploma pathway *Youth Work (Informal Learning)*, the delivery of this unit should run concurrently with the delivery of *Unit 3: Facilitate the Learning and Development of Children and Young People through Mentoring* and *Unit 13: Understanding Intervention Strategies in Youth Work Settings*. Delivering these units together will reinforce the value of specific youth work skills when working with young people in educational settings.

Wherever possible, content of the unit should be related to learners' own situations and experiences. Tutors should emphasise the links with current professional standards, such as the Schools (Voluntary Support) Work standards found on the [schoolswork.co.uk](http://schoolswork.co.uk) website and the National Occupational Standards for Supporting Teaching and Learning, which can be found on the government's Department for Education website [www.education.gov.uk/schools/careers/traininganddevelopment/staff/standards/b00203854/nos-for-stl](http://www.education.gov.uk/schools/careers/traininganddevelopment/staff/standards/b00203854/nos-for-stl).

At the beginning of the unit, time can be given to discussing assessment activities, the links between units, the use of practice as a part of the learning process and the use of evidence from the workplace.

### Suggested learning activities

The suggested learning activities below are designed to enable the learner to meet the learning outcomes (LOs). It is recommended that centres use a variety of learning activities for example tutor input, group work, whole-group discussions, video/DVD clips, role play, simulation games, observation, interviews and visiting specialists. These suggestions are for guidance only and it is recommended that centres adapt Edexcel suggestions to meet local needs and resources.

- Tutor input on sources of data and range of opportunities available for young people. Learners undertake local and internet research on opportunities and sources of data. Learning groups evaluate the range of opportunities (LO 1).
- Tutor input on listening skills and learners undertake listening exercises. DVD/video of a meeting with a young person, or observations and learners analyse the knowledge, skills and potential abilities of the young people concerned (LO 2).
- Learners engage in practice with young people to evaluate opportunities, communicate them and enable the young people to think them through (LO 3).
- Tutor-led explanation of how to complete some of the more difficult forms and guidance on where to find support on the internet. Learners work with young people to complete forms, work on interviews and discuss outcomes of job applications, especially acceptance and rejection (LO 4).

### Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Through this unit, learners will demonstrate the knowledge, understanding and skills required when supporting young people to enter employment, education or training.

## **Suggested assessment activities to meet learning outcomes and assessment criteria**

The suggested assessment activities below cover the criteria in the assessment grid. These are for guidance only and it is recommended that centres either adapt them to meet local needs and resources or write their own assessments.

Assessments should enable learners to produce a portfolio of evidence that will meet the requirements of the qualification.

From these suggested activities learners produce a portfolio of evidence, which might include: observations, reflections, presentations (video or audio recorded), reports, posters, mindmaps, and other evidence fulfilling the assessment criteria.

- Learners present to the learning group the results of their research into the range of opportunities available and sources of data. Peers and tutor assess contribution (LO 1: AC 1.1, 1.2).
- Learners produce a personal reflection on the observation of an intervention, especially focusing on listening skills and the ability to analyse and understand the knowledge, skills and potential abilities of young people. Following the observation and reflection, learners go on to engage with young people in supervised practice and submit recordings of their work. Supervisor submits a witness statement of the learner's work with the young people (LO 2: AC 2.1, 2.2, LO 3: AC 3.1, 3.2).
- Learners engage with young people in supervised practice and submit recordings of their work. Learners submit a detailed reflection on their work with one young person and discuss it with their line manager. Line manager submits a witness statement of the learner's work with the young people and young person invited to submit an evaluation form of the intervention (LO 4: AC 4.1, 4.2, 4.3, 4.4).

## **Indicative resource materials**

### **Textbooks**

Badham B – *Act by Right: Skills for the Active Involvement of Children and Young People in Making Change Happen* (National Youth Agency, 2004)

ISBN 9780861553174

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

Fielding A and Reid H – *Providing Support to Young People: A Guide to Interviewing in Helping Relationships* (Routledge, 2007) ISBN 9780415419598

### **Journals and magazines**

*Children and Young People Now*

*Pastoral Care in Education*

*Times Educational Supplement (TES)*

## **Website resources**

*Approaches to Supporting Young People Not in Education, Employment or Training: a Review (NFER Research Programme: From Education to Employment)*

(NFER 2012–Nelson, J and O'Donnell, L):

[www.nfer.ac.uk](http://www.nfer.ac.uk)

Children and Young People: Rights to Action – Stronger Partnerships for Better Outcomes (Welsh Assembly Government):

[www.wales.gov.uk/topics/educationandskills](http://www.wales.gov.uk/topics/educationandskills)

Support for young people to enter self-employment (Welsh Assembly Government)

[www.wales.gov.uk/topics/educationandskills](http://www.wales.gov.uk/topics/educationandskills)

## **Websites**

[www.actionforchildren.org.uk/our-services](http://www.actionforchildren.org.uk/our-services)

A children's charity tackling abuse and neglect of children and young people

[www.deni.gov.uk](http://www.deni.gov.uk)

Department of Education (Northern Ireland)

[www.education.gov.uk](http://www.education.gov.uk)

Department for Education (England)

[www.education.gov.uk/get-into-teaching](http://www.education.gov.uk/get-into-teaching)

Department for Education Teaching Agency

[www.governorswales.org.uk/law](http://www.governorswales.org.uk/law)

Website providing advice on all aspects of school governance in schools in Wales

[www.lga.gov.uk](http://www.lga.gov.uk)

Local Government Association

[www.nfer.ac.uk](http://www.nfer.ac.uk)

National Foundation for Educational Research

[www.wales.gov.uk/topics/educationandskills](http://www.wales.gov.uk/topics/educationandskills)

The Welsh Government website for Education and Skills

# Unit 12: Understand Child and Young Person Development

**Unit reference number:** L/601/1693

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 30

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## Unit aim

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

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

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

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

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

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

## Assessment requirements

This unit includes observation in the workplace.

Learners must have a current Criminal Records Bureau Enhanced Disclosure and the employing agency must consider them to be 'not unfit to practise with children, young people and/or vulnerable adults'.

Any observation should be in an appropriate educational setting and must be supervised by a qualified member of staff employed within that educational setting or by the employing agency. Any voluntary support work carried out by a learner must be supervised.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes	Assessment criteria	Unit amplification
1	<p>Understand the expected pattern of development for children and young people from birth to 19 years</p> <p>1.1 Explain the sequence and rate of each aspect of development from birth to 19 years</p> <p>1.2 Explain the difference between sequence of development and rate of development and why the difference is important</p>	<ul style="list-style-type: none"> <li>□ Expected pattern of development from birth to 19 years: patterns, eg same for all children and young people, rate of development, motor development, physical maturity, communication, intellectual/cognitive, eg object permanence, use of symbols; development, eg abstract concepts, social, emotional, behavioural, spiritual, moral development.</li> <li>□ Sequence of development: sequences, eg broadly the same, normal ranges of development.</li> <li>□ Rate of development: rate, eg holistic, individual differences, how different aspects of development affect one another, aspects of development proceed at different rates in individuals, range of factors causing individual differences.</li> </ul>
2	<p>Understand the factors that influence children and young people's development and how these affect practice</p> <p>2.1 Explain how children and young people's development is influenced by a range of personal factors</p> <p>2.2 Explain how children and young people's development is influenced by a range of external factors</p>	<ul style="list-style-type: none"> <li>□ Personal factors: range, eg health status, disability, sensory impairment, learning difficulties, genetic inheritance.</li> <li>□ External factors: range, eg nature/nurture debate, poverty and deprivation, family environment, background, care status, education, motivation.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
3	2.3 Explain how theories of development and frameworks to support development influence current practice	<ul style="list-style-type: none"> <li>□ Theories of development and frameworks affecting practice: competing theories, eg cognitive/constructivist (Piaget), psychoanalytical (Freud), humanist (Maslow), social learning (Bandura), operant conditioning (Skinner), behaviourist (Watson), social pedagogy.</li> </ul>
3.1	3.1 Explain how to monitor children and young people's development using different methods	<ul style="list-style-type: none"> <li>□ Monitoring development: methods, eg formal, informal, formative, summative assessment, comparison with milestones, relation to child development theorists, information from parents/carers, colleagues; assessment frameworks, eg Common Assessment Framework (CAF), curriculum frameworks (Early Years Foundation Stage (EYFS)), National Curriculum; standard measurements.</li> </ul>
3.2	3.2 Explain the reasons why children and young people's development may not follow the expected pattern	<ul style="list-style-type: none"> <li>□ Development not following expected patterns: reasons, eg disability, emotional factors, physical factors, environmental factors, cultural reasons, social factors, particular learning needs, communication difficulties.</li> </ul>
3.3	3.3 Explain how disability may affect development	<ul style="list-style-type: none"> <li>□ How disability affects development: reasons, eg effect of medical and social models of disability; delay in a particular aspect of development affecting other areas of development, eg hearing impairment affecting communication and social interaction; global, eg affecting all areas of development; attitudes and expectations of others; exclusion from opportunities, restricting development; benefits of positive attitudes to disability.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	3.4 Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern	<ul style="list-style-type: none"> <li>□ Intervention: types, eg social worker, speech and language therapist, psychologist, psychiatrist support with emotional difficulties, youth justice, support to stop children and young people offending, specialist nurse, additional learning support, physiotherapist, assistive technology, computer programmes, speech recognition device, hearing aid, health visitor.</li> </ul>
4 Understand the importance of early intervention to support the speech, language and communication needs of children and young people	4.1 Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition	<ul style="list-style-type: none"> <li>□ Early identification of speech, language and communication delays: impacts, eg cognitive development/learning, social development, emotional development/behaviour.</li> </ul>
	4.2 Explain how multi-agency teams work together to support speech, language and communication	<ul style="list-style-type: none"> <li>□ Multi-agency teams: support, eg speech and language therapist, special educational needs coordinator (SENCO), teacher, school support worker, sensory support teacher, autism advisory teacher, educational psychologist, parents/carers.</li> </ul>
	4.3 Explain how play and activities are used to support the development of speech, language and communication	<ul style="list-style-type: none"> <li>□ Play and activities to support speech, language and communication: range, eg whole-class and small-group activities, strategies, eg body language including gestures, pointing, facial expressions; young children, eg puppets, pictures, games, songs and rhymes; signs; technology, eg story tapes, CDs, computer programmes, interactive whiteboards; modelling language.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
5	<p>Understand the potential effects of transitions on children and young people's development</p> <p>5.1 Explain how different types of transitions can affect children and young people's development</p> <p>5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition</p>	<ul style="list-style-type: none"> <li>□ Types of transitions: emotional, eg affected by personal experience, bereavement, entering/leaving care; physical, eg moving house, nursery or school, moving from one activity to another; physiological, eg puberty, long-term medical conditions; intellectual, eg moving educational establishment, pre-school to primary to secondary to further education.</li> <li>□ Effect on children and young people of having positive relationship during transition: emotional, physical, psychological and cognitive effects, stability, security; someone to talk to; someone who understands how they may be affected.</li> </ul>

## Information for tutors

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### Delivery

The purpose of this unit is to enable learners to gain an understanding of the development of children and young people. Delivery strategies may involve a mixture of tutor input and independent research in relation to knowledge of development, and learners will need to be guided towards appropriate materials, including electronic resources.

These strategies could be complemented with appropriate video/DVD material and outside speakers.

Delivery approaches should give learners the opportunity to explore the ways in which those employed by external agencies ('employing agencies') can understand child and young person development for their work with the agency and as a volunteer within educational settings.

Wherever possible, unit content should be related to learners' own situations and experiences. Tutors should emphasise the links with current professional standards, such as the Schools (Voluntary Support) Work standards found on the [schoolswork.co.uk](http://schoolswork.co.uk) website, and the National Occupational Standards for Supporting Teaching and Learning, which can be found on the government's DfE website ([www.education.gov.uk/schools/careers/traininganddevelopment/staff/standards](http://www.education.gov.uk/schools/careers/traininganddevelopment/staff/standards))

At the beginning of the unit, time can be given to discussing assessment activities, the links between units and the use of observation in the workplace.

### Suggested learning activities

The suggested learning activities below are designed to enable the learner to meet the learning outcomes (LOs). It is recommended that centres use a variety of learning activities for example tutor input, group work, whole-group discussions, video/DVD clips, role play, simulation games, observation, interviews and visiting specialists etc. These suggestions are for guidance only and it is recommended that centres adapt Edexcel suggestions to meet local needs and resources.

As much of the learning in this unit is around the specialised area of enabling child and young person development, it is recommended that the training day/event take place within a large educational setting with access to specialists and the opportunity to visit a specialist unit.

- Tutors use a DVD/video or an invited speaker to cover the sequence and rate of each aspect of development from birth to 19 years. The video/speaker to cover the difference between sequence and rate and how current practice is influenced by theories of development and frameworks to support development. Learner groups prepare a checklist of personal and external factors that influence development (LO 1; LO 2).
- Tutors arrange for the learning group to visit a special unit and talk to the SENCO and staff, especially around monitoring methods, reasons why development may not follow expected patterns, impact of disability and appropriate interventions. Learners prepare a checklist in small groups based on a particular monitoring method (LO 3).
- Tutors arrange for a specialist or speech therapist to provide input to the group, analysing the importance of early intervention, multi-agency teams and the value of play and activities (LO 4).

- Tutors use a DVD/video or a transition specialist to provide input on transitions and the impact of positive relationships. The learner group prepare a flipchart of the different transitions, their impact and appropriate actions. Learners talk to small groups of young people in Year 7 about their experience of transition from primary to secondary (LO 5).

## Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Through this unit, learners will demonstrate the knowledge and understanding required in this area when working as a volunteer in educational settings.

## Suggested assessment activities to meet learning outcomes and assessment criteria

The suggested assessment activities below cover the criteria in the assessment grid. These are for guidance only and it is recommended that centres either adapt them to meet local needs and resources or write their own assessments.

Assessments should enable learners to produce a portfolio of evidence that will meet the requirements of the qualification.

From these suggested activities learners produce a portfolio of evidence, which might include: observations, reflections, presentations (video or audio recorded), reports, posters, mindmaps, and other evidence fulfilling the assessment criteria.

## Activities:

- Learners submit a diagram/timeline of the sequence and rate of development, annotated to explain both terms (LO 1: AC 1.1, 1.2).
- Learners work as a group to prepare a list of personal and external factors that influence children and young people's development. Learners submit a list for a child or young person they have worked with (LO 2: AC 2.1, 2.2). Learners write a reflection on their learning which includes an explanation of how theories of development and frameworks support development influence current practice (LO 2: AC 2.3).
- Learners prepare a simple brochure for a special needs unit or for the work of a SENCO, which will explain to parents/carers why children and young people's development may not follow the expected pattern, how disability may affect development, how they are monitored and the ways in which interventions can promote positive outcomes (LO3: AC 3.1, 3.2, 3.3, 3.4). Learners prepare a reminder card or poster for a staff noticeboard or the employing agency, emphasising the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition (LO 4: AC 4.1). Learners submit an explanation of how multi-agency teams work together to support speech, language and communication and the importance of play and activities to support such development (LO 4: AC 4.2, 4.3).
- Learners present a photograph of the flipchart prepared in the learning event, detailing the different transitions, their impact and the action that could be taken (LO 5: AC 5.1). Learners submit notes of their conversations with groups of children and comment on the impact of positive relationships (LO 5: AC 5.2).

## Indicative resource materials

### Textbooks

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

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

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

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

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

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

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

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

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

### Journals and magazines

*Children and Young People Now*

*Times Education Supplement (TES)*

### Websites

[www.childdevelopmentinfo.com](http://www.childdevelopmentinfo.com)

Child Development Institute website providing information for parents on child development, child psychology, parenting, health and learning

[www.deni.gov.uk](http://www.deni.gov.uk)

Department of Education (Northern Ireland)

[www.education.gov.uk](http://www.education.gov.uk)

Department for Education (England)

[www.teachingexpertise.com](http://www.teachingexpertise.com)

Free online education resources, articles and e-bulletins, advice and guidance

[www.wales.gov.uk/topics/educationandskills](http://www.wales.gov.uk/topics/educationandskills)

The Welsh Government website for Education and Skills

# **Unit 13: Understanding Intervention Strategies in Youth Work Settings**

**Unit reference number: R/602/6387**

**QCF level: 3**

**Credit value: 6**

**Guided learning hours: 45**

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## **Unit aim**

This unit requires learners to understand the intervention strategies and group work principles and practice in youth work settings and how to overcome conflicts in these settings. The unit will also enable learners to recognise opportunities and resources for youth work in their local area.

The unit's place within a set of qualifications for Voluntary Work in Educational Settings is as a result of the increased use of youth workers and youth work skills with young people in those settings. Many schools, colleges and academies now employ youth workers to support children and young people. Youth workers require appropriate youth work skills when seeking to support children and young people who have emotional and behavioural difficulties or who are at risk of exclusion.

## **Assessment requirements**

This unit requires assessment in the workplace.

Learners must have a current Criminal Records Bureau Enhanced Disclosure and the employing agency must consider them to be 'not unfit to practise with children, young people and/or vulnerable adults'.

Any voluntary work practice should be in an appropriate educational setting and must be supervised by a qualified member of staff employed within that educational setting.

Voluntary work practice may be observed for assessment purposes. This can be captured and reflected through evidence such as witness statements, observation records, expert witness testimony, supported by products of learner work, reflective accounts and professional discussion. Any voluntary support work carried out by a learner must be supervised.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes	Assessment criteria	Unit amplification
1	Understand intervention strategies in a youth work setting	<ul style="list-style-type: none"> <li>□ Interventions with individuals: accompanying young people, informal education, intentional relationships, active listening, purposeful conversations, advocacy, support, encouragement, holistic human development, an approach with a purpose.</li> <li>□ Interventions with groups: group dynamics, informal education, enabling change, social development.</li> </ul>
2	Understand group work principles and practice in youth work settings	<ul style="list-style-type: none"> <li>□ Key principles of group work: Adair's model, Tuckman's model, Belbin's model.</li> <li>□ Stages of development in group work: Tuckman's group-development model, extended to include 'mourning'.</li> <li>□ Roles and dynamics in groups: leadership, peer pressure, Adair's model of task, maintenance and personal drivers, Belbin's roles in groups.</li> <li>□ Forming groups: meeting specific needs, eg social, task, spiritual, emotional.</li> <li>□ Joining groups: meeting needs, eg social, task, spiritual, emotional, Adair's model.</li> <li>□ Barriers to effective group work: personal situations of members, physical locations, conflict, lack of task, lack of support.</li> <li>□ Strategies to address barriers: one-to-one work, investing in location and/or activities, careful needs analysis.</li> </ul>
	1.1	Explain how interventions may be used in youth work: a) with individuals b) with groups
	2.1	Explain the key principles of group work
	2.2	Explain the stages of group development in a group work situation
	2.3	Analyse the roles and dynamics in groups
	2.4	Explain: a) why groups form b) why people join groups
	2.5	Explore barriers to effective group work with young people and examine strategies to address these

Learning outcomes		Assessment criteria	Unit amplification
3	Know how to overcome conflict in youth work settings	3.1	<p>Explain own value sets in relation to those of young people</p> <ul style="list-style-type: none"> <li>□ Own value sets: formed by nature, formed by nurture, worldview, ethical standpoint, influence of family, influence of faith group, influence of peers.</li> <li>□ Relation of own value set to those of young people: reflection on difference, understanding current generation in relation to own generation, managing difference.</li> </ul>
		3.2	<p>Explain how conflict arises in youth work situations</p> <ul style="list-style-type: none"> <li>□ Conflict in youth work situations: gang rivalry, postcode rivalry, tribes, sub-cultural groupings, relationship breakdown, emotional and behavioural disorders.</li> </ul>
		3.3	<p>Explain how to manage personal feelings in a conflict situation</p> <ul style="list-style-type: none"> <li>□ Managing personal feelings: duty of care, personal space, lowering volume of speech, backing off, support from colleagues.</li> </ul>
		3.4	<p>Evaluate the various methods used to promote conflict resolution</p> <ul style="list-style-type: none"> <li>□ Methods to promote conflict resolution: creation of space, allowing time to reflect, keeping parties apart physically, providing opportunities to discuss the issues.</li> </ul>
4	Recognise opportunities and resources for youth work in own local area	4.1	<p>Evaluate own youth work setting in relation to its engagement and appeal to young people</p> <ul style="list-style-type: none"> <li>□ Appeal of own youth work setting and engagement with young people: physical place in relation to where young people meet, suitability of venue, resources to meet needs.</li> </ul>
		4.2	<p>Identify where young people meet, outlining opportunities for youth work</p> <ul style="list-style-type: none"> <li>□ Identifying where young people meet: finding out through conversations with young people, walking the area to observe where there is evidence of young people meeting.</li> <li>□ Opportunities for youth work where young people meet: understanding principles of detached youth work, principles of outreach youth work.</li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
	4.3	Identify organisations and agencies that can support own work with young people including the roles they might play	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifying organisations and agencies: talking to young people, talking to local authority youth workers or social workers.</li> <li><input type="checkbox"/> Identifying roles of other organisations and agencies: research on the web, visiting organisations and agencies.</li> </ul>
	4.4	Develop and maintain an up-to-date list of resource contacts	<ul style="list-style-type: none"> <li><input type="checkbox"/> Developing and maintaining resource contacts list: identifying resource contacts as 4.3, research with local authority, local papers and radio stations, local TV news programmes.</li> </ul>
5 Understand the key principles of partnership working	5.1	Describe the key principles of partnership working	<ul style="list-style-type: none"> <li><input type="checkbox"/> Key principles of partnership working: respect, integrated services for children and young people, agreeing contracts, honouring commitments, monitoring and reflecting on the partnership.</li> </ul>
	5.2	Explain the importance and relevance of working in partnership with colleagues and other agencies	<ul style="list-style-type: none"> <li><input type="checkbox"/> Importance and relevance of working in partnership with colleagues and other agencies: extending the range of services available to young people, covering more eventualities, covering colleagues' illness or maternity, presenting a united front, especially in advocating for young people.</li> </ul>
	5.3	Evaluate the factors that support or deter effective partnership working in a youth work context	<ul style="list-style-type: none"> <li><input type="checkbox"/> Factors that support effective partnership: commitment by all parties, resource allocation, positive outcomes.</li> <li><input type="checkbox"/> Factors that deter effective partnership: lack of commitment by key parties, removal of staff, unclear outcomes.</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
6	Understand effective leadership	6.1	Analyse various styles of leadership for effectiveness	<ul style="list-style-type: none"> <li>□ Styles of effective leadership: range of styles from laissez-faire to autocratic, impact of those styles at different group work stages.</li> </ul>
		6.2	Analyse the application of leadership styles in day-to-day youth work situations	<ul style="list-style-type: none"> <li>□ Applying leadership styles in day-to-day youth work: awareness of need, relationship with group, knowing when to take a lead, knowing when to back away.</li> </ul>
		6.3	Apply appropriate facilitation styles to three different youth work situations	<ul style="list-style-type: none"> <li>□ Facilitation (leadership) styles: range of styles from laissez-faire to autocratic, impact of those styles at different group work stages.</li> </ul>

## Information for tutors

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### Delivery

It is helpful to adopt a holistic approach to both delivery and assessment. This reinforces links between the different aspects of learning and teaching and reduces the risk of repeated teaching and assessment.

It is recommended that this unit be delivered concurrently with the other optional units linked to Youth Work (Informal Learning) Options: *Unit 3: Facilitate the Learning and Development of Children and Young People through Mentoring* and *Unit 11: Supporting Young People to Enter Employment, Education or Training*.

Wherever possible, content of the unit should be related to learners' own situations and experiences. Tutors should emphasise the links with current professional standards, such as the Schools (Voluntary Support) Work standards found on the [schoolswork.co.uk](http://schoolswork.co.uk) website, and the National Occupational Standards for YouthWork, which can be found at [www.excellencegateway.org.uk/node/61](http://www.excellencegateway.org.uk/node/61).

At the beginning of the unit, time can be given to discussing assessment activities, the links between units, the use of practice as a part of the learning process and the use of evidence from the workplace.

### Suggested learning activities

The suggested learning activities below are designed to enable the learner to meet the learning outcomes (LOs). It is recommended that centres use a variety of learning activities, are given below for example tutor input, group work, whole-group discussions, video/DVD clips, role play, simulation games, observation, interviews and visiting specialists. These suggestions are for guidance only and it is recommended that centres adapt Edexcel suggestions to meet local needs and resources.

- Tutor input on how interventions may be used in youth work settings and in small groups; learners consider scenarios and recommend interventions (LO 1).
- Tutor input on the key principles of group work, stages of development and roles and dynamics in groups. Learning group discusses why groups form and why people join groups. Learners agree barriers to effective group work and contribute individually on a flipchart for each barrier with suggestions for strategies to overcome barriers (LO 2).
- Tutor input on values and beliefs. Group mindmapping exercise on how conflict arises. Tutor input on 'Fight-Flight-Fright' responses and 'Conflict Tree'. In small groups, learners reflect on managing personal feelings. Tutor input on methods of conflict resolution; groups consider which methods would work in a given range of situations (LO 3).
- Learners evaluate own youth work setting, followed by tutor-led discussion. Learners undertake research in own area: identifying where young people meet, opportunities for youth work and organisations that can support their own youth work (LO 4).
- Tutor input on partnership working. In small groups, learners work on the importance and relevance of partnership working. Whole-group discussion on factors that support or deter effective partnership working (LO 5).
- Word-storm and tutor input on styles of effective leadership, then applied to a variety of different situations (LO 6).

## Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Through this unit, learners will demonstrate the knowledge, understanding and skills required to understand intervention strategies in youth work settings.

### **Suggested assessment activities to meet learning outcomes and assessment criteria**

The suggested assessment activities below cover the criteria in the assessment grid. These are for guidance only and it is recommended that centres either adapt them to meet local needs and resources or write their own assessments.

Assessments should enable learners to produce a portfolio of evidence that will meet the requirements of the qualification.

From these suggested activities learners produce a portfolio of evidence, which might include: observations, reflections, presentations (video or audio recorded), reports, posters, mindmaps and other evidence fulfilling the assessment criteria.

### **Activities:**

- Learners prepare a short article for a local or community paper on 'What is Youth Work?', which puts interventions into plain English (LO 1: AC 1.1).
- Learners make a presentation to their work colleagues, or another group of voluntary workers in schools, or youth workers, explaining the key principles of group work, why groups form and people join groups, the stages of group development, and roles and dynamics within groups (LO 2: AC 2.1, 2.2, 2.3, 2.4). Learners submit photos of the flipcharts used at the learning event where they have contributed to an exploration of barriers to group work and strategies to address those barriers (LO 2: AC 2.5).
- Learners submit a short table of attitudes and actions indicating what they would do in one column and what their young people do in the other column (LO 3: AC 3.1). Learners submit a critical incident report of an occasion when they have had to manage a conflict situation, which explains how the conflict arose, how they managed their feelings and their evaluation of the method of conflict resolution that they used (LO 3: AC 3.2, 3.3, 3.4; LO 6: AC 6.1, 6.2, 6.3).
- Learners prepare a report for their management board/trustees/council which evaluates their own setting in relation to its engagement and appeal to young people, identifies where young people meet, opportunities for youth work, and organisations and agencies that can support their work with young people. Learners also collate the information gathered into an appendix to the report together with a note of when it will be reviewed (LO 4: AC 4.1, 4.2, 4.3, 4.4).
- Learners work on the poster begun at the learning event and which will include the key principles of partnership working, the importance and relevance of working with other agencies and the factors that support or deter effective partnership (LO 5: AC 5.1, 5.2, 5.3).
- In addition to the critical incident report created for LO 3, learners submit a further two critical incident reports which highlight two other styles of leadership (LO 6: AC 6.1, 6.2, 6.3).

## Indicative resource materials

### Textbooks

Barnes P – *Leadership with Young People* (Russell House Publishing, 2002)  
ISBN 9781903855072

Harley-Mason G, Lewis I and Myles J – *Location, Location, Location* (Grove Booklets, 2009) ISBN 9781851747436

Ingram G and Harris J – *Delivering Good Youth Work* (Russell House Publishing, 2001) ISBN 9781898924975

Young K – *The Art of Youth Work* (Russell House, 2006) ISBN 9781903855461

### Journals and magazines

*Children & Youth People Now*

*Youth & Policy (NYA)*

### Websites

[www.excellencegateway.org.uk](http://www.excellencegateway.org.uk)

Youth Work National Occupational Standards

[www.infed.org](http://www.infed.org)

Informal education website exploring informal education, lifelong learning, social pedagogy and social action

[www.nya.org.uk](http://www.nya.org.uk)

National Youth Agency supporting and improving services for young people

[www.russellhouse.co.uk](http://www.russellhouse.co.uk)

Russell House Publishing resources for areas including youth work, social work, families and children, looked after children and young people, working with young people, drink and drugs, equality and diversity, mental health, probation, police, prisons, housing, and managing in the public and voluntary sectors.

# Unit 14: Working as a Volunteer in Educational Settings

**Unit reference number:** L/504/1542

**QCF level:** 3

**Credit value:** 8

**Guided learning hours:** 30

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## Unit aim

This unit provides the knowledge, understanding and skills needed to work as a volunteer in educational settings. The unit enables learners to understand teaching and learning approaches for such work and strategies necessary to facilitate learning through voluntary work.

The unit helps learners to develop the knowledge, understanding and skills required to be involved in the delivery of formal learning for children or young people through lessons, curriculum activity, extra-curricular opportunities and collective worship events. The unit also explores the informal learning that can occur through clubs, detached work, and other events linked to the educational setting.

The unit also covers the impact of changes of policy or context within educational settings which may affect the work of a volunteer, and methods of assessing the contribution made and the development of the work.

## Assessment requirements

This unit requires assessment in the workplace.

Learners must have a current Criminal Records Bureau Enhanced Disclosure and the employing agency must consider them to be 'not unfit to practise with children, young people and/or vulnerable adults'.

Any practice should be in an appropriate educational setting and must be supervised by a qualified member of staff employed within that educational setting.

Voluntary work practice may be observed for assessment purposes. This can be captured and reflected through evidence such as witness statements, observation records, expert witness testimony, supported by products of learner work, reflective accounts and professional discussion. Any voluntary support work carried out by a learner must be supervised.

## Learning outcomes, assessment criteria and unit amplification

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

Learning outcomes		Assessment criteria		Unit amplification
1	Understand appropriate teaching and learning approaches for voluntary work in educational settings	1.1	Outline teaching and learning approaches for voluntary work in educational settings	<ul style="list-style-type: none"> <li><input type="checkbox"/> Approaches to teaching: tutoring, group work, following a curriculum, classrooms.</li> <li><input type="checkbox"/> Approaches to learning: barriers to learning, motivation to learn, eg Herzberg, Maslow's hierarchy of needs, special needs, learning styles, Kolb.</li> </ul>
		1.2	Describe the communication skills needed for teaching and learning in educational settings	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communication skills: presentation, public speaking, group work conversations, one-to-one conversations, listening, body language.</li> </ul>
		1.3	Describe the role of learning styles in meeting learner needs	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learning styles: experiential (reflective, activist, pragmatist, academic), visual, kinaesthetic, auditory, multiple intelligences; Honey and Mumford learning styles.</li> <li><input type="checkbox"/> Learner needs: Maslow's hierarchy of needs, encouragement, explanation, physical needs, feedback, relevance, involvement, meaning and value.</li> </ul>
2	Understand strategies for delivery by voluntary workers in educational settings	2.1	Explain strategies for delivery by voluntary workers in an educational setting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Strategies: building relationships with key staff, promoting voluntary agency to educational settings, training volunteers, creating resources.</li> <li><input type="checkbox"/> Delivery of voluntary work: input into formal learning, adding value through informal learning, pastoral support, chaplaincy work, teaching support.</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
	2.2 Evaluate the contributions which can be made by voluntary workers in educational settings	<ul style="list-style-type: none"> <li>□ Contributions: formal teaching and learning, eg lessons, collective worship, enrichment activities; informal learning through structured events, eg visits to places of worship, breakfast clubs, lunchtime clubs; informal unstructured learning, eg detached work; pastoral support, eg therapeutic interventions, chaplaincy services, one-to-one mentoring.</li> </ul>
	2.3 Outline ways in which voluntary work can be developed in an educational setting	<ul style="list-style-type: none"> <li>□ Ways of developing: assessing needs, creating ideas to meet needs, CPD for volunteers, increase of volunteers/time available to an educational setting.</li> </ul>
3 Be able to plan and deliver formal or informal learning	3.1 Prepare learning sessions within educational settings	<ul style="list-style-type: none"> <li>□ Preparation: planning structure, collating information and resource materials, discussing the requirements with teaching staff, eg whole session or part of session.</li> <li>□ Formal learning: contributing within a curriculum area, extra-curricular events, collective worship, legal requirements, National Curriculum.</li> <li>□ Informal learning: intentional relationships, purposeful conversations, active listening, learning driven by the needs of the child or young person.</li> </ul>
	3.2 Deliver learning within educational settings under supervision	<ul style="list-style-type: none"> <li>□ Supervised delivery: whole-group sessions, small-group work, individual support and learning, public speaking, eg in collective worship, managing volunteer teams within educational settings, leading lessons or parts of lessons, running enrichment activities, differentiation of learning.</li> </ul>
	3.3 Reflect on learning delivered	<ul style="list-style-type: none"> <li>□ Reflecting: considering learning undertaken, reviewing impact, relating to theories, revising strategy, Kolb's learning cycle.</li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
4 Be able to evaluate contribution made in educational settings	4.1	Assess the impact of contributions made in educational settings	<ul style="list-style-type: none"> <li>□ Assessing contributions: receiving reports, analysing trends, monitoring activity, qualitative and quantitative assessment of teaching and learning, reflecting on practice.</li> </ul>
	4.2	Respond to changes in policy or context which may affect voluntary work in educational settings	<ul style="list-style-type: none"> <li>□ Changes in policy: new school policies, implications of Ofsted inspections, changes to national policy, educational reform.</li> <li>□ Changes in context: staff changes, new management structures, issues within the volunteer's employing agency, eg finance, staff.</li> </ul>
	4.3	Produce a development plan for voluntary work in educational settings	<ul style="list-style-type: none"> <li>□ Development plan: proposals for next term/next year/next three years, agreement of educational setting, approval by employing agency, meeting needs assessed through current work, eg therapeutic interventions, chaplaincy support etc.</li> <li>□ Revising contributions: planning changes to the work, agreeing changes with volunteers and the educational setting, implementing changes.</li> </ul>

## Information for tutors

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### Delivery

It is helpful to adopt a holistic approach to both delivery and assessment. This reinforces links between the different aspects of learning and teaching and reduces the risk of repeated teaching and assessment.

It is recommended that this unit be delivered concurrently with Unit 2: Communication and Professional Relationships with Children, Young People and Adults, and Unit 6: Promote Children and Young People's Positive Behaviour. This will reinforce understanding that the delivery of learning in both formal and informal settings requires the skills of good communication and the promotion of positive behaviour.

Wherever possible, unit content should be related to learners' own situations and experiences. Tutors should emphasise the links with current professional standards, such as the Schools (Voluntary Support) Work standards found on the [schoolswork.co.uk](http://schoolswork.co.uk) website and the National Occupational Standards for Supporting Teaching and Learning in Schools, which can be found on the government's Department for Education website ([www.education.gov.uk/schools/careers/traininganddevelopment/staff/standards/b00203854/nos-for-stl](http://www.education.gov.uk/schools/careers/traininganddevelopment/staff/standards/b00203854/nos-for-stl)).

At the beginning of the unit, time can be given to discussing assessment activities, the links between units, the use of practice as a part of the learning process and the use of evidence from the workplace.

### Suggested learning activities

The suggested learning activities below are designed to enable the learner to meet the learning outcomes (LOs). It is recommended that centres use a variety of learning activities for example tutor input, group work, whole-group discussions, video/DVD clips, role play, simulation games, observation, interviews and visiting specialists. These suggestions are for guidance only and it is recommended that centres adapt Edexcel suggestions to meet local needs and resources.

- Tutors and learners word-storm the teaching and learning that occurs within an educational setting and then discuss approaches to teaching and learning which are appropriate for voluntary contributions. They could observe teaching and learning in order to recognise the communication skills needed and identify the learning preferences of children or young people (LO 1).
- Tutors construct a session where learners listen to and critique each other's employing agency's strategy for voluntary work in educational settings. Learners could then consider and evaluate the contributions that can be made by voluntary workers in educational settings and discuss the ways in which voluntary work could be developed (LO 2).
- Learners observe formal and informal learning opportunities delivered in educational settings by voluntary workers. Learners could then plan, prepare and deliver a significant contribution to formal learning within an educational setting. Learners could repeat the activity in an informal learning setting (LO 3). Learners reflect on their contributions and ways in which they could deliver learning in the future, with tutor input (LO 3 and 4).
- Learners consider the impact of contributions, how they might respond to changes in policy or context, and how they could work towards a development plan (LO 4).

## Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

To avoid duplication it is recommended that assessment for this unit takes into consideration the assessment of *Unit 2: Communication and Professional Relationships with Children, Young People and Adults* and *Unit 6: Promote Children and Young People's Positive Behaviour*. Through this unit, learners will demonstrate the knowledge, understanding and skills required when working as a volunteer in an educational setting.

## Suggested assessment activities to meet learning outcomes and assessment criteria

The suggested assessment activities below cover the criteria in the assessment grid. These are for guidance only and it is recommended that centres either adapt them to meet local needs and resources or write their own assessments.

Assessments should enable learners to produce a portfolio of evidence that will meet the qualification requirements.

From these suggested activities, learners produce a portfolio of evidence that might include: observations, reflections, presentations (video or audio recorded), reports, posters, mindmaps, and other evidence of meeting the assessment criteria.

## Activities

- Learners submit a mindmap outlining the teaching and learning approaches which are in use and highlighting those that are appropriate to voluntary work in educational settings. (LO 1: AC 1.1). Learners could observe practice in an educational setting and highlight the communication skills needed by those involved in teaching, and the importance of learning preferences in meeting learner needs (LO 1: AC 1.2, 1.3).
- Learners submit a report, in an appropriate medium, for a stakeholder group (such as a local grant-making trust which supports the work of the employing agency, or a reference group which oversees the work). This report could highlight teaching and learning approaches appropriate to voluntary work in educational settings (AC 1.1), explain strategies for delivery (AC 2.1), evaluate the work currently undertaken (AC 2.2, 4.1), recognise changes which may affect the work (AC 4.2) and propose how to develop the work (AC 2.3, 4.3).
- Learners submit a plan for, and reflect on, two significant contributions to formal learning within an educational setting. This could be supported by an observation by a member of staff within the educational setting or employing agency (LO 3: AC 3.1, 3.2, 3.3). Learners could repeat the process with regard to their contributions to informal learning (LO 3: AC 3.1, 3.2, 3.3).

## Indicative resource materials

### Textbooks

Constable D – *The Teaching Assistant's Pocketbook* (Teachers' Pocketbooks, 2005)  
ISBN 9781903776674

Handy C and Aitken R – *Understanding Schools as Organizations* (Penguin, 1986)  
ISBN 9780140135084

Handy C – *Understanding Voluntary Organizations: How to Make Them Function Effectively* (Penguin, 1990) ISBN 9780140143386

Petty G – *Teaching Today: A Practical Guide, 4th Edition* (Nelson Thornes, 2009)  
ISBN 9781408504154

Walton A and Goddard G (eds) – *Supporting Every Child: A Course Book for Foundation Degrees in Teaching and Supporting Learning* (Learning Matters, 2009)  
ISBN 9781844452033

### Journals and magazines

*Children & Young People Now*

*Times Educational Supplement (TES)*

### Websites

[www.deni.gov.uk](http://www.deni.gov.uk)

Department of Education (Northern Ireland)

[www.education.gov.uk](http://www.education.gov.uk)

Department for Education (England)

[www.education.gov.uk/get-into-teaching](http://www.education.gov.uk/get-into-teaching)

Department for Education Teaching Agency

[www.wales.gov.uk/topics/educationandskills](http://www.wales.gov.uk/topics/educationandskills)

The Welsh Government website for education and skills

## 12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel: **[www.edexcel.com/contactus](http://www.edexcel.com/contactus)**
- BTEC: **[www.btec.co.uk/contactus](http://www.btec.co.uk/contactus)**
- Work-based learning: **[www.pearsonwbl.com/contactus](http://www.pearsonwbl.com/contactus)**
- Books, software and online resources for UK schools and colleges: **[www.pearsonschools.co.uk/contactus](http://www.pearsonschools.co.uk/contactus)**

Other sources of information and publications available include:

- *Edexcel Equality Policy*
- *Edexcel Information Manual* (updated annually)
- *Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications*
- *Recognition of Prior Learning Policy*
- *Quality Assurance Handbook* (updated annually)

Publications on the quality assurance of BTEC qualifications are on our website at [www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx](http://www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx)

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to [www.edexcel.com/resources/Pages/home.aspx](http://www.edexcel.com/resources/Pages/home.aspx)

### Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: [www.edexcel.com/resources](http://www.edexcel.com/resources)

## 13 Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory, or through customised training at your centre.

The support we offer focuses on a range of issues, including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: [www.edexcel.com/training](http://www.edexcel.com/training). You can request customised training through the website or you can contact one of our advisors in the Training from Edexcel team via Customer Services to discuss your training needs.

### BTEC training and support for the lifetime of the qualifications

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We have designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: [www.btec.co.uk/training](http://www.btec.co.uk/training)

**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. If you would like your Curriculum Development Manager to contact you, please get in touch with your regional office on: **0844 463 2535**.

### Your BTEC support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our BTEC support team to help you whenever – and however – you need, with:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: [www.edexcel.com/subjectadvisors](http://www.edexcel.com/subjectadvisors)
- Ask Edexcel: submit your question online to our Ask Edexcel online service [www.edexcel.com/ask](http://www.edexcel.com/ask) and we will make sure your query is handled by a subject specialist.

## Annexe A

### Progression opportunities

These are examples of progression opportunities to other Edexcel qualifications within the youthwork and Teaching and Learning sectors.

Level	General qualifications (GCSEs, GCEs)	BTEC Firsts/Nationals/ Higher Nationals	BTEC Specialist/ Professional qualifications	NVQ/competence-based qualifications
8				
7				
6				
5			Diploma in Teaching in the Lifelong Learning Sector (QCF)	
4			Preparing to Teach in the Lifelong Learning Sector (QCF) Certificate in Teaching in the Lifelong Learning Sector (QCF) Youth Work Practice	NVQ in Diploma in Advice and Guidance (QCF)
3				NVQ Certificate in Advice and Guidance (QCF)
2				
1				
Entry				

## Annexe B

### Mapping with the Professional Standards for Schools (Voluntary Support) Work

The grid below maps the knowledge covered in the Edexcel BTEC Level 3 Specialist qualifications in Voluntary Work in Educational Settings against the underpinning knowledge of the Professional Standards for Schools (Voluntary Support) Work. Centres can use this mapping when planning holistic delivery and assessment activities.

#### KEY

# indicates partial coverage of knowledge in the unit

A blank space indicates no coverage of the knowledge

Professional Standards		BTEC Specialist units														
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	
A1.1	Understand and apply teaching theory in practice				#						#					#
A1.2	Contribute to and deliver content within the curriculum				#						#					#
A1.3	Understand and facilitate group work with children and young people			#							#					#
A1.4	Facilitate individual learning through coaching, mentoring and lesson support			#							#					
A2.1	Contribute to and support extra-curricular activities within the school/college	#														#
A2.2	Plan and undertake non-formal educational opportunities and activities on- and off-campus	#												#		#
A2.3	Encourage children and young people to be involved in the planning and execution of activities													#		
A3.1	Encourage the spiritual development of children and young people	#														

Professional Standards		BTEC Specialist units														
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	
A3.2	Make a presentation	#									#					#
A3.3	Present a positive image of yourself and your organisation through effective communication	#	#													#
B1.1	Contribute to and deliver support for children and young people within the pastoral programme								#					#		#
B1.2	Provide specialist interventions and programmes for children and young people						#									
B1.3	Support schools/colleges in responding to specific events and incidents	#														
B1.4	Support children and young people during transitions in their lives													#		
B2.1	Contribute to spiritual, moral, social and cultural development within schools/colleges	#										#				#
B2.2	Encourage children and young people to broaden their horizons to be active citizens	#														
B3.1	Enable children and young people to use their learning to enhance their future development															
B3.2	Undertake youth work in settings other than those used traditionally															
B3.3	Develop and promote positive relationships												#			#
C1.1	Support children's development														#	
C1.2	Contribute to positive relationships												#			
C2.1	Understand and apply national legislation, policy and practice to your work														#	#

BTEC Specialist units		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14
Professional Standards															
C2.2	Work within the values, policies and practices of the school/college	#				#			#					#	#
C2.3	Understand the rationale, strategies and structure of the national educational system								#						
C2.4	Understand structures, roles and responsibilities within schools/colleges, policies and curriculum					#			#						#
C3.1	Develop effective working relationships with and within schools/colleges	#				#									#
C4.1	Promote equality, diversity and inclusion in your area of responsibility	#													#
C5.1	Help to keep children safe (CCLD202)					#			#						
C5.2	Understand and apply health and safety principles to your work					#			#						
D1.1	Investigate and assess the needs and opportunities for Schools (Voluntary Support) Work														#
D1.2	Develop and apply a strategic plan for Schools (Voluntary Support) Work														#
D1.3	Identify and find the resources required to implement a strategic plan for Schools (Voluntary Support) Work														#
D2.1	Develop and implement a programme of monitoring and evaluation of a strategic plan														
D3.1	Contribute to the development of the school/college: its strategy, policies, practices and curriculum	#													#
E1.1	Work as an effective and reflective practitioner	#		#			#	#			#	#		#	#

BTEC Specialist units		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14
		Professional Standards													
E1.2	Manage your own resources and professional development														
E1.3	Understand and apply your organisation's values and ethos to your work within schools/colleges					#									#
E2.1	Work effectively as part of a team														
E2.2	Work with others in a way that respects differences of culture, ethnicity, gender or religion														
E2.3	Provide support to other workers														
E3.1	Build and manage teams														
E3.2	Allocate, supervise and check the work of others														
E3.3	Lead, motivate and manage volunteers, staff and others														
E3.4	Monitor and evaluate the contribution of volunteers, staff and others														
E3.5	Provide learning opportunities for colleagues														

## Mapping with the National Occupational Standards for Youth Work

The grid below maps the knowledge covered in the Edexcel BTEC Level 3 Specialist qualifications in Voluntary Work in Educational Settings against the underpinning knowledge of the National Occupational Standards for Youth Work which are appropriate to these qualifications. Centres can use this mapping when planning holistic delivery and assessment activities.

### KEY

- # indicates partial coverage of knowledge in the unit
- A blank space indicates no coverage of the knowledge

Professional Standards		BTEC Specialist units													
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14
YW 01	Initiate, build and maintain purposeful relationships with young people	#	#	#						#					
YW 02	Assist young people to express and to realise their goals			#											
YW 03	Engage with communities to promote the interests and contributions of young people	#													
YW 04	Develop productive working relationships with colleagues and stakeholders to support youth work													#	
YW 05	Enable young people to use their learning to enhance their future development														
YW 06	Enable young people to work in groups													#	
YW 08	Support young people to identify and achieve aims			#											
YW 11	Plan, prepare and facilitate activities with young people											#			
YW 14	Facilitate young people's exploration of their values and beliefs	#													#

BTEC Specialist units		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14
YW16	Enable young people to access information to make decisions											#			
YW18	Explore with young people their wellbeing											#			
YW 23	Investigate the needs of young people and the community in relation to youth work	#						#						#	
YW 29	Monitor and evaluate the quality of youth work activities			#								#		#	
YW 30	Work as an effective and reflective youth work practitioner	#												#	#

## Mapping with the National Occupational Standards for Supporting Teaching and Learning

The grid below maps the knowledge covered in the Edexcel BTEC Level 3 Specialist qualifications in Voluntary Work in Educational Settings against the underpinning knowledge of the National Occupational Standards for Supporting Teaching and Learning which are appropriate to these qualifications. Centres can use this mapping when planning holistic delivery and assessment activities.

### KEY

- # indicates partial coverage of knowledge in the unit
- A blank space indicates no coverage of the knowledge

Professional Standards		BTEC Specialist units														
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	
1	Provide support for learning activities			#						#						
2	Support children's development								#				#			
3	Help to keep children safe					#										
4	Contribute to positive relationships		#													
9	Observe and report on pupil performance				#					#						#
10	Support children's play and learning															#
15	Support children and young people's play															#
18	Support pupils' learning activities									#						#
19	Promote positive behaviour	#														#
20	Develop and promote positive relationships	#	#													#
22	Reflect on and develop practice	#	#	#	#										#	#
23	Plan, deliver and evaluate teaching and learning activities under the direction of a teacher				#										#	

BTEC Specialist units		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14
Professional Standards															
24	Contribute to the planning and evaluation of teaching and learning activities										#				
28	Support teaching and learning in a subject area										#				
29	Observe and promote pupil performance and development	#											#		
32	Promote the transfer of learning from outdoor experiences			#								#			
37	Contribute to the prevention and management of challenging behaviour in children and young people						#								
39	Support pupils with communication and interaction needs		#												
41	Support pupils with behaviour, emotional and social development needs						#								
45	Promote children's wellbeing and resilience							#							
47	Enable young people to be active citizens											#			
48	Support young people in tackling problems and taking action			#								#			
49	Support children and young people during transitions in their lives									#					
50	Facilitate children and young people's learning and development through mentoring			#											
53	Lead an extra-curricular activity														#
60	Liaise with parents, carers and families	#	#												
62	Develop and maintain working relationships with other practitioners		#												

## Skills for Care and Development – Assessment Strategies

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To be used with Units 3, 9 and 12.

### Skills for Care and Development QCF Assessment Principles Statement

#### 1 Introduction

- 1.1 Skills for Care and Development (SfC&D) is the UK Sector Skills Council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: Care Council for Wales, Children’s Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.
- 1.2 This document sets out those principles and approaches to QCF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of awarding organisations that offer qualifications in the sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.
- 1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.
- 1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skills for Health will also use these assessment principles.

#### 2 Assessment Principles

- 2.1 Assessment decisions for competence-based learning outcomes (eg those beginning with ‘to be able to’) must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.
- 2.2 Assessment decisions for competence-based learning outcomes must be made by an assessor qualified to make assessment decisions.
- 2.3 Competence-based assessment must include direct observation as the main source of evidence.
- 2.4 Simulation may only be utilised as an assessment method for a competence-based learning outcome where this is specified in the assessment requirements of the unit.
- 2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.
- 2.6 Assessment of knowledge-based learning outcomes (eg those beginning with ‘know’ or ‘understand’) may take place in or outside a real work environment.
- 2.7 Assessment decisions for knowledge-based learning outcomes must be made by an occupationally knowledgeable assessor.

- 2.8 Assessment decisions for knowledge-based learning outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

### **3 Internal quality assurance**

- 3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

### **4 Definitions**

- 4.1 Occupationally competent: This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.2 Occupationally knowledgeable: This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.
- 4.3 Qualified to make assessment decisions: This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty, the SSC's will be consulted.
- 4.4 Qualified to make quality assurance decisions: Awarding organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.
- 4.5 Expert witness:  
An expert witness must:
- have a working knowledge of the QCF units on which their expertise is based
  - be occupationally competent in their area of expertise
  - have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

## Annexe D: Portfolio sheets

### Unit 1: Chaplaincy in Educational Settings

Learning outcomes	Assessment criteria	Portfolio reference	Date
1. Know how different models of chaplaincy can add value	1.1 Describe chaplaincy in educational settings		
	1.2 Identify different models of chaplaincy		
	1.3 Describe how chaplaincy can add value within educational settings		
2. Understand the role of a chaplain	2.1 Differentiate between ordained chaplains and those who undertake chaplaincy-style role		
	2.2 Compare chaplaincy role with those of pastoral staff		
	2.3 Explain work boundaries of a chaplain		
	2.4 Explain key skills of a chaplain		
3. Be able to work as a chaplain	3.1 Analyse the chaplaincy needs in an educational setting		
	3.2 Support children, young people and adults in educational settings		
	3.3 Perform ceremonial and setting-wide duties		
	3.4 Coordinate chaplaincy events		
	3.5 Engage the local community with the educational setting		
	3.6 Demonstrate appropriate referral procedures within educational settings		

Learning outcomes		Assessment criteria		Portfolio reference	Date
4. Be able to reflect on and develop chaplaincy	4.1	Evaluate chaplaincy work			
	4.2	Recognise accountability structures within an educational setting			
	4.3	Summarise ways in which the chaplaincy could be developed			
Learner name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

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

Learning outcomes		Assessment criteria	Portfolio reference	Date
1. Understand the principles of developing positive relationships with children, young people and adults	1.1	Explain why effective communication is important in developing positive relationships with children, young people and adults		
	1.2	Explain the principles of relationship building with children, young people and adults		
	1.3	Explain how different social, professional and cultural contexts may affect relationships and the way people communicate		
2. Understand how to communicate with children, young people and adults	2.1	Explain the skills needed to communicate with children and young people		
	2.2	Explain how to adapt communication with children and young people for: <ul style="list-style-type: none"> <li>• the age of the child or young person</li> <li>• the context of the communication</li> <li>• communication differences</li> </ul>		
3. Understand legislation, policies and procedures for confidentiality and sharing information, including data protection	2.3	Explain the main differences between communicating with adults and communicating with children and young people		
	2.4	Explain how to adapt communication to meet different communication needs of adults		
	2.5	Explain how to manage disagreements with children, young people and adults		
	3.1	Summarise the main points of legislation and procedures covering confidentiality, data protection and the disclosure of information		

Learning outcomes		Assessment criteria	Portfolio reference	Date
	3.2	Explain the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this		
	3.3	Justify the kinds of situation when confidentiality protocols must be breached		
Learner name:			Date:	
Learner signature:			Date:	
Assessor signature:			Date:	
Internal verifier signature (if verified)			Date:	

## Unit 3: Facilitate the Learning and Development of Children and Young People through Mentoring

Learning outcomes		Assessment criteria		Portfolio reference	Date
1. Understand how to facilitate the learning and development needs of children and young people through mentoring	1.1	Explain the interpersonal and communication skills required to facilitate the learning and development needs of children and young people			
	1.2	Explain how different learning styles and methods impact on the learning and development of children and young people			
2. Be able to support children and young people to address their individual learning and development needs	2.1	Support children or young people to express their goals and aspirations			
	2.2	Support children or young people to identify ways of removing barriers to achievement			
	2.3	Develop an action plan to address individual learning and development needs of children or young people			
3. Be able to promote the wellbeing, resilience and achievement of individual children and young people through mentoring	3.1	Explain the importance of promoting the wellbeing, resilience and achievement of children and young people through mentoring			
	3.2	Demonstrate mentoring strategies and activities with children or young people that support their wellbeing and resilience			

Learning outcomes	Assessment criteria		Portfolio reference	Date
4. Be able to review the effectiveness of the mentoring process	4.1	Assess the progress of individual children or young people against their action plans, suggesting improvements		
	4.2	Evaluate the effectiveness of the mentoring process in facilitating the learning and development of the individual children or young people		
Learner name:			Date:	
Learner signature:			Date:	
Assessor signature:			Date:	
Internal verifier signature (if verified)			Date:	

## Unit 4: Learning Styles and their Role in Learning and Achievement

Learning outcomes		Assessment criteria	Portfolio reference	Date
1. Understand about learning styles	1.1	Define the term, learning styles, in relation to children and/or young people's learning		
	1.2	Summarise different theories in relation to: <ul style="list-style-type: none"> <li>• visual, auditory and kinaesthetic learning</li> <li>• experiential learning</li> </ul>		
2. Understand that acknowledging learning styles can enhance children and/or young people's learning	2.1	Explain how the following types of learners learn: <ul style="list-style-type: none"> <li>• visual</li> <li>• auditory</li> <li>• kinaesthetic</li> </ul>		
	2.2	Describe a learning activity for each of the following learning styles: <ul style="list-style-type: none"> <li>• visual learner</li> <li>• auditory learner</li> <li>• kinaesthetic learner</li> </ul>		
	2.3	Analyse each learning activity in relation to: <ul style="list-style-type: none"> <li>• the role of different learning styles in each activity</li> <li>• the perceived effectiveness of different learning styles in each activity</li> </ul>		
	2.4	Discuss how supporting learning styles facilitates children and/or young people's achievements		

Learning outcomes	Assessment criteria	Portfolio reference	Date
3. Be able to implement learning styles to enhance learning for children and/or young people	3.1 Plan and implement a learning activity for the following types of learners (include a group activity): <ul style="list-style-type: none"> <li>• visual</li> <li>• auditory</li> <li>• kinaesthetic</li> </ul>		
	3.2 Observe and record the child/children and/or young person/people during each activity		
	3.3 Analyse the recorded observation(s) in relation to the following: <ul style="list-style-type: none"> <li>• motivated to learn</li> <li>• active participation in the group</li> <li>• communication</li> </ul>		
4. Understand the rationale for acknowledging the different learning styles of children and/or young people	4.1 Describe why it is important for the following to acknowledge a child or young person's learning style: <ul style="list-style-type: none"> <li>• the carer/parent</li> <li>• the child or young person</li> <li>• peers</li> </ul>		
	4.2 Evaluate the benefits of acknowledging the different learning styles to children and/or young people's achievement		

Learner name:	Date:
Learner signature:	Date:
Assessor signature:	Date:
Internal verifier signature (if verified)	Date:

## Unit 5: Principles of Working as a Volunteer in Educational Settings

Learning outcomes		Assessment criteria		Portfolio reference	Date
1. Know the principles of voluntary work in educational settings	1.1	Describe the context for voluntary work in educational settings			
	1.2	Explain the ethos, mission, aims and values of an employing agency			
	1.3	Compare the ethos, mission, aims and values of an employing agency with an educational setting			
	1.4	Explain the legal requirements for safeguarding children and young people			
	1.5	Describe how volunteers can add value to educational settings			
2. Understand issues which impact on delivering and developing voluntary work in educational settings	2.1	Explain personal issues which can impact on a child or young person's ability to learn and develop			
	2.2	Analyse the contextual issues which can influence delivery of voluntary work in educational settings			
	2.3	Evaluate the potential development of therapeutic or pastoral support in an educational setting			
3. Understand how to work as a volunteer within formal learning contexts	3.1	Explain practices required for working as a volunteer in formal learning contexts			
	3.2	Understand the place of collective worship or enrichment activities within an educational setting			
	3.3	Describe skills required for working as a volunteer within formal learning contexts			
	3.4	Evaluate own knowledge and skills for formal learning contexts			

Learning outcomes		Assessment criteria		Portfolio reference	Date
4. Understand how to use informal educational opportunities	4.1	Describe informal educational opportunities			
	4.2	Describe ways to engage with children and young people within informal educational opportunities			
	4.3	Describe how to develop own skillset for work with children and young people in informal educational opportunities			
	4.4	Evaluate your own development needs for working within informal educational opportunities			
Learner name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

## Unit 6: Promote Children and Young People's Positive Behaviour

Learning outcomes	Assessment criteria	Portfolio reference	Date
1. Understand policies and procedures for promoting children and young people's positive behaviour	1.1 Summarise the policies and procedures of the setting relevant to promoting children and young people's positive behaviour		
	1.2 Evaluate how the policies and procedures of the setting support children and young people to: <ul style="list-style-type: none"> <li>• feel safe</li> <li>• make a positive contribution</li> <li>• develop social and emotional skills</li> <li>• understand expectations and limits</li> </ul>		
	1.3 Explain the benefits of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting		
2. Be able to promote positive behaviour	2.1 Explain the benefits of actively promoting positive aspects of behaviour		
	2.2 Demonstrate ways of establishing ground rules with children and young people which underpin appropriate behaviour and respect for others		
	2.3 Demonstrate strategies for promoting positive behaviour according to the policies and procedures of the setting		
	2.4 Demonstrate realistic, consistent and supportive responses to children and young people's behaviour		

Learning outcomes	Assessment criteria		Portfolio reference	Date
	2.5	Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting		
3. Be able to manage inappropriate behaviour	3.1	Demonstrate strategies for minimising disruption through inappropriate behaviour of children and young people		
	3.2	Demonstrate strategies for managing inappropriate behaviour according to the policies and procedures of the setting		
	3.3	Apply rules and boundaries consistently and fairly, according to the age, needs and abilities of children and young people		
	3.4	Provide support for colleagues to deal with inappropriate behaviour of children and young people		
	3.5	Explain the sorts of behaviour or discipline problems that should be referred to others and to whom these should be referred		
4. Be able to respond to challenging behaviour	4.1	Recognise patterns and triggers which may lead to inappropriate behavioural responses and take action to pre-empt, divert or diffuse potential flashpoints		
	4.2	Use agreed strategies for dealing with challenging behaviour according to the policies and procedures of the setting		
	4.3	Assess and manage risks to own and others' safety when dealing with challenging behaviour		

Learning outcomes	Assessment criteria	Portfolio reference	Date
5. Be able to contribute to reviews of behaviour and behaviour policies	4.4 Support children, young people and colleagues to identify the situations and circumstances which trigger inappropriate behavioural responses and ways of avoiding these from happening		
	4.5 Recognise and take immediate action to deal with any bullying, harassment or oppressive behaviour according to the policies and procedures of the setting		
	5.1 Demonstrate ways of supporting children and young people to review their behaviour and the impact of this on others, themselves and their environment		
	5.2 Demonstrate ways of supporting children and young people with behavioural difficulties to identify and agree behaviour targets		
	5.3 Use own knowledge of promoting positive behaviour to contribute to reviews of behaviour policies, including bullying, attendance and the effectiveness of rewards and sanctions		
	5.4 Provide clear and considered feedback on the effectiveness of behaviour management strategies to inform policy review and development		
Learner name:		Date:	
Learner signature:		Date:	
Assessor signature:		Date:	
Internal verifier signature (if verified)		Date:	

## Unit 7: Promoting Spiritual and Moral Development in Educational Settings

Learning outcomes	Assessment criteria	Portfolio reference	Date
1. Know requirements for spiritual and moral development within educational settings	1.1	Outline legal requirements for spiritual and moral development in educational settings	
	1.2	Identify personnel responsible for spiritual and moral development in educational settings	
	1.3	Summarise benefits of spiritual and moral development within an educational setting	
2. Understand ways in which spiritual and moral development can be promoted in educational settings	2.1	Reflect on own spiritual and moral development and its impact on practice	
	2.2	Explain how spiritual and moral development is promoted in educational settings	
	2.3	Summarise the possibilities and boundaries of spiritual and moral development	
	2.4	Describe the potential for promoting spiritual and moral development in educational settings	
3. Be able to promote spiritual and moral development within educational settings	3.1	Plan a promotion of spiritual and moral development in an educational setting	
	3.2	Implement a plan for spiritual and moral development within an educational setting	
	3.3	Reflect on the promotion of spiritual and moral development in educational settings	
	3.4	Summarise ways in which spiritual and moral development can be promoted in the future	

Learner name:	Date:
Learner signature:	Date:
Assessor signature:	Date:
Internal verifier signature (if verified)	Date:

## Unit 8: Schools as Organisations

Learning outcomes		Assessment criteria		Portfolio reference	Date
1. Know the structure of education from early years to post-compulsory education	1.1	Summarise entitlement and provision for early years education			
	1.2	Explain the characteristics of the different types of schools in relation to educational stage(s) and school governance			
	1.3	Explain the post-16 options for young people and adults			
2. Understand how schools are organised in terms of roles and responsibilities	2.1	Explain the strategic purpose of: a) school governors b) senior management team c) other statutory roles, eg SENCO d) teachers e) support staff roles			
	2.2	Explain the roles of external professionals who may work with a school, eg educational psychologist			
3. Understand school ethos, mission, aims and values	3.1	Explain how the ethos, mission, aims and values of a school may be reflected in working practices			
	3.2	Evaluate methods of communicating a school's ethos, mission, aims and values			
4. Know about the legislation affecting schools	4.1	Summarise the laws and codes of practice affecting work in schools			
	4.2	Explain how legislation affects how schools work			

Learning outcomes	Assessment criteria	Portfolio reference	Date
	4.3 Explain the roles of regulatory bodies relevant to the education sector which exist to monitor and enforce the legislative framework, including: a) general bodies such as the Health and Safety Executive b) school specific regulatory bodies		
5. Understand the purpose of school policies and procedures	5.1 Explain why schools have policies and procedures 5.2 Summarise the policies and procedures schools may have relating to: a) staff b) pupil welfare c) teaching and learning d) equality, diversity and inclusion e) parental engagement		
6. Understand the wider context in which schools operate	5.3 Evaluate how school policies and procedures may be developed and communicated 6.1 Summarise the roles and responsibilities of national and local government for education policy and practice 6.2 Explain the role of schools in national policies relating to children, young people and families 6.3 Explain the roles of other organisations working with children and young people and how these may impact on the work of schools		

Learner name:	Date:
Learner signature:	Date:
Assessor signature:	Date:
Internal verifier signature (if verified)	Date:

## Unit 9: Support Children and Young People during Transitions in their Lives

Learning outcomes	Assessment criteria	Portfolio reference	Date
<p>1. Understand the range and impact of transitions that children and young people may experience</p>	1.1	Explain the different types of transitions that children and young people may experience	
	1.2	Explain patterns of transition from childhood to adulthood	
	1.3	Explain how different types of transitions may affect a child or young person	
	1.4	Explain how a child or young person's approach to transitions may be affected by their culture <ul style="list-style-type: none"> <li>• religion</li> <li>• personal beliefs</li> <li>• gender</li> <li>• stage of development</li> <li>• previous experiences</li> </ul>	
	1.5	Explain how transitions may affect children and young people most at risk of exclusion or underachievement	
	1.6	Explain why children and young people with disabilities or special educational needs may need additional support to manage transitions	
<p>2. Be able to recognise and respond to transitions in children and young people's lives</p>	2.1	Explain with examples the signs and indications that a child or young person is experiencing a transition in their life	
	2.2	Provide opportunities for children and young people to explore and discuss significant events and experiences that may impact on them	

Learning outcomes	Assessment criteria		Portfolio reference	Date
3. Be able to work with others to plan integrated support for children and young people going through transitions	2.3	Identify signs of concern or distress in children or young people which may relate to a transitional experience		
	2.4	Recognise and take account of any signs of change in the attitude and behaviour of individual children or young people		
	2.5	Share information and concerns about children or young people with the appropriate person or agency according to the procedures of the setting		
	3.1	Explain the support available for children and young people going through transitions		
	3.2	Explain the legal frameworks, organisational procedures and referral routes to ensure integrated working for children and young people going through transition		
	3.3	Use knowledge of individual children and young people to contribute to planning how to support them in managing transition		
	3.4	Comply with legal, organisational and ethical requirements relating to the exchange of information		
	3.5	Demonstrate respect for the role and expertise of other professionals in planning support for children and young people going through transitions		

Learning outcomes		Assessment criteria		Portfolio reference	Date
4. Be able to support children and young people to manage transitions in their lives	4.1	Work within the boundaries and protocols that govern own role in supporting children or young people through transitions			
	4.2	Demonstrate ways of supporting children and young people to manage transitions in their lives			
	4.3	Provide support in a timely way to help children and young people to manage transitions and reach positive outcomes			
	4.4	Support children and young people to recognise and build on their strengths to manage change positively			
	4.5	Provide opportunities for children and young people to discuss the effects and results of transition			
	4.6	Explain when and how to refer children and young people to others within the setting or in other agencies should further support be necessary			
Learner name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

## Unit 10: Support Teaching and Learning in a Curriculum Area

Learning outcomes		Assessment criteria		Portfolio reference	Date
1. Be able to use subject knowledge to support teaching and learning in a curriculum area	1.1	Explain the aims of learning provision in a curriculum area			
	1.2	Summarise the relevant school curriculum and age-related expectations of learners in the curriculum area			
	1.3	Explain the relationship between the role of the teacher and own role in supporting teaching and learning in the curriculum area			
	1.4	Use own subject knowledge to: <ul style="list-style-type: none"> <li>• contribute to the planning, delivery and evaluation of learning activities or lessons</li> <li>• support learners in developing knowledge, understanding and skills in the curriculum area</li> <li>• help learners address errors or misconceptions in understanding the principles and concepts of the subject area</li> </ul>			
2. Be able to develop own subject knowledge	2.1	Carry out a realistic self-evaluation of subject knowledge and skills			
	2.2	Use feedback from teachers and others to identify any subject knowledge and skills that would help improve the support provided for teaching and learning in the curriculum area			
	2.3	Identify and use opportunities to improve own subject knowledge and skills			
	2.4	Demonstrate how new subject knowledge and skills have been incorporated into own practice			

Learning outcomes	Assessment criteria		Portfolio reference	Date
3. Be able to contribute to developing teaching and learning in a curriculum area	3.1	Monitor advances in knowledge and practice relevant to the curriculum area to a sufficient level to keep abreast of developments		
	3.2	Use evidence of own and others' work to reflect on the effectiveness of support for teaching and learning in the curriculum area		
	3.3	Make suggestions for improving support for teaching and learning in the curriculum area		
	3.4	Share subject knowledge and expertise with colleagues to improve teaching and learning in the curriculum area		
Learner name:			Date:	
Learner signature:			Date:	
Assessor signature:			Date:	
Internal verifier signature (if verified)			Date:	

## Unit 11: Supporting Young People to enter Employment, Education or Training

Learning outcomes		Assessment criteria		Portfolio reference	Date
1. Understand options for young people's employment, education and training	1.1	Analyse information to identify opportunities for young people			
	1.2	Evaluate the range of options available for young people			
2. Be able to engage with young people regarding employment, education or training	2.1	Engage with young people about employment, education or training			
	2.2	Identify the knowledge, skills and potential abilities of young people			
3. Be able to identify opportunities that are appropriate for individual young people	3.1	Identify opportunities and match them to abilities of young people			
	3.2	Enable young people to evaluate opportunities			
4. Be able to support young people in seeking employment, education or training	4.1	Engage young people in application processes			
	4.2	Produce plans to prepare young people for interviews			
	4.3	Enable young people to manage acceptance or rejection			
	4.4	Reflect on support provided and how this can inform future practice			
Learner name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

## Unit 12: Understand Child and Young Person Development

Learning outcomes		Assessment criteria		Portfolio reference	Date
1. Understand the expected pattern of development for children and young people from birth to 19 years	1.1	Explain the sequence and rate of each aspect of development from birth to 19 years			
	1.2	Explain the difference between sequence of development and rate of development and why the difference is important			
2. Understand the factors that influence children and young people's development and how these affect practice	2.1	Explain how children and young people's development is influenced by a range of personal factors			
	2.2	Explain how children and young people's development is influenced by a range of external factors			
3. Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern	2.3	Explain how theories of development and frameworks to support development influence current practice			
	3.1	Explain how to monitor children and young people's development using different methods			
	3.2	Explain the reasons why children and young people's development may not follow the expected pattern			
	3.3	Explain how disability may affect development			
	3.4	Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern			

Learning outcomes		Assessment criteria		Portfolio reference	Date
4. Understand the importance of early intervention to support the speech, language and communication needs of children and young people	4.1	Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition			
	4.2	Explain how multi-agency teams work together to support speech, language and communication			
	4.3	Explain how play and activities are used to support the development of speech, language and communication			
5. Understand the potential effects of transitions on children and young people's development	5.1	Explain how different types of transitions can affect children and young people's development			
	5.2	Evaluate the effect on children and young people of having positive relationships during periods of transition			
Learner name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

## Unit 13: Understanding Intervention Strategies in Youth Work Settings

Learning outcomes	Assessment criteria	Portfolio reference	Date
1. Understand intervention strategies in a youth work setting	1.1 Explain how interventions may be used in youth work a) with individuals b) with groups		
	2.1 Explain the key principles of group work		
2. Understand group work principles and practice in youth work settings	2.2 Explain the stages of group development in a group work situation		
	2.3 Analyse the roles and dynamics in groups		
3. Know how to overcome conflict in youth work settings	2.4 Explain a) why groups form b) why people join groups		
	2.5 Explore barriers to effective group work with young people and examine strategies to address these		
	3.1 Explain own value sets in relation to those of young people		
	3.2 Explain how conflict arises in youth work situations		
4. Recognise opportunities and resources for youth work in own local area	3.3 Explain how to manage personal feelings in a conflict situation		
	3.4 Evaluate the various methods used to promote conflict resolution		
4.1 Evaluate own youth work setting in relation to its engagement and appeal to young people	4.1 Evaluate own youth work setting in relation to its engagement and appeal to young people		
	4.2 Identify where young people meet, outlining opportunities for youth work		

Learning outcomes		Assessment criteria		Portfolio reference	Date
5. Understand the key principles of partnership working	4.3	Identify organisations and agencies that can support own work with young people including the roles they might play			
	4.4	Develop and maintain an up-to-date list of resource contacts			
	5.1	Describe the key principles of partnership working			
	5.2	Explain the importance and relevance of working in partnership with colleagues and other agencies			
6. Understand effective leadership	5.3	Evaluate the factors that support or deter effective partnership working in a youth work context			
	6.1	Analyse various styles of leadership for effectiveness			
	6.2	Analyse the application of leadership styles in day-to-day youth work situations			
	6.3	Apply appropriate facilitation styles to three different youth work situations			
Learner name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

## Unit 14: Working as a Volunteer in Educational Settings

Learning outcomes	Assessment criteria		Portfolio reference	Date
1. Understand appropriate teaching and learning approaches for voluntary work in educational settings	1.1	Outline teaching and learning approaches for voluntary work in educational settings		
	1.2	Describe the communication skills needed for teaching and learning in educational settings		
	1.3	Describe the role of learning styles in meeting learner needs		
2. Understand strategies for delivery by voluntary workers in educational settings	2.1	Explain strategies for delivery by voluntary workers in an educational setting		
	2.2	Evaluate the contributions which can be made by voluntary workers in educational settings		
	2.3	Outline ways in which voluntary work can be developed in an educational setting		
3. Be able to plan and deliver formal or informal learning	3.1	Prepare learning sessions within educational settings		
	3.2	Deliver learning within educational settings under supervision		
	3.3	Reflect on learning delivered		
4. Be able to evaluate contribution made in educational settings	4.1	Assess the impact of contributions made in educational settings		
	4.2	Respond to changes in policy or context which may affect voluntary work in educational settings		
	4.3	Produce a development plan for voluntary work in educational settings		

Learner name:	Date:
Learner signature:	Date:
Assessor signature:	Date:
Internal verifier signature (if verified)	Date:

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