

NCFE

CACHE

Qualification specification

**NCFE CACHE Level 3 Technical Occupational
Entry in Supporting Teaching and Learning
(Diploma)
QN: 610/4000/9**



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Summary of changes

This document summarises the changes to this Qualification Specification.

Version	Publication Date	Summary of amendments
v1.0	July 2023	First publication

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Section 1

About this qualification



About this qualification

This Qualification Specification contains details of all the units and assessments required to complete this qualification.

To ensure that you are using the most up-to-date version of this Qualification Specification, please check the version number and date in the page footer against that of the Qualification Specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information.
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- the resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook on the Qualifications page on the NCFE website, which contains additional supporting information to help with the planning, delivery and assessment, such as:

- definition of Total Qualification Time (TQT)
- quality assurance
- staffing requirements
- assessment
- qualification support
- equality and diversity
- equal opportunities.

This Qualification Specification contains all of the qualification specific information you will need that is not covered in the Support Handbook.

Qualification summary – Diploma	
Qualification title	NCFE CACHE Level 3 Technical Occupational Entry in Supporting Teaching and Learning (Diploma)
Qualification number (QN)	610/4000/9
Aim reference	610/4000/9
Total Qualification Time (TQT)	530
Guided Learning Hours (GLH)	311
Credit value	53
Minimum age	19
Age range covered by the qualification	From five years of age. Please note that some knowledge of development in the early years has been included in the specification to enhance learners' understanding.
Qualification purpose	This qualification provides learners with an in-depth understanding of the knowledge and skills needed when working directly with children and young people in school and college environments. It covers all aspects of specialist support, including: planning; delivering and reviewing assessment strategies to support learning alongside the teacher; bilingual support; special needs support; and personal development and reflective practice.
Aims and objectives	<p>This qualification aims to:</p> <ul style="list-style-type: none"> • this qualification aligns to knowledge, skills and behaviours in the ST0454 Teaching Assistant occupational standard. • the aim of this qualification is to enable entry to the associated occupation, providing entry competence. Further learning may be required in the workplace to reach full occupational competence. • focus on the study of the supporting teaching and learning • offer breadth and depth of study, incorporating a key core of knowledge • provide opportunities to acquire a number of practical and technical skills. <p>The objectives of this qualification is to:</p> <ul style="list-style-type: none"> • provide learners with in depth understanding of the knowledge and skills needed to work in a school or college environment. • provide a stepping stone into further learning within the sector.

Work/industry placement experience	<p>As learners need to show competence in both skills and knowledge, they will need to be working or be on a practical placement during the duration of the taught programme of study in a learning environment (school or college). At Diploma level, CACHE recommends that the learner undertakes 200 hours of placement in a real work environment.</p> <p>The hours above are recommendations, not mandatory minimum placement hours. They are therefore not a part of the TQT calculation.</p>
Real work environment (RWE) requirement/recommendation	200 hours (recommended), to be completed throughout the duration of the qualification before certification.
Occupational standards	<p>This qualification is mapped against the following occupational standard:</p> <p>ST0454: Teaching Assistant (Level 3) Version 1.1</p> <p>A mapping document is available on the qualification's page on the NCFE website.</p>
UCAS	Please refer to the UCAS website for further details of points allocation and the most up-to-date information.
Rules of combination	To achieve this qualification learners are required to successfully complete all 16 units.
Grading	Achieved/Not Yet Achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence
Additional assessment requirements	<p>All units must be assessed in line with our assessment principles.</p> <p>Throughout this specification we have referenced the wording 'Learning Environment', which refers to the different types of schools and colleges.</p> <p>NB: Assessment tasks are provided for Tutors convenience in this document. Unit STL3C11 is a mandatory task, all other assessment tasks are optional.</p>
Progression	Learners can progress onto the Level 4 Certificate for the Advanced Practitioner in Schools and Colleges, a foundation degree or specialist roles within the workforce
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/4000/9.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Guidance for entry and registration

The Level 3 Technical Occupational Entry in Supporting Teaching and Learning (Diploma) is suitable for learners working in roles that offer specialist support for pupils' learning in primary, secondary or special schools, as well as colleges.

Entry is at the discretion of the centre. However, learners should be aged 19 or above to undertake this qualification.

There is no specific prior knowledge a learner must have for this qualification. However, learners may find it helpful if they've already achieved a Level 2 qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve 16 mandatory units.

Please refer to the list of units over the page or the unit summaries in Section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.





Units

To make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The regulated unit number is indicated in brackets for each unit (eg M/100/7116) within Section 2.

 Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
	STL3C1	A/651/1021	Schools and colleges as organisations	3	2	11	
	STL3C2	J/651/1025	Support health and safety in a learning environment	3	3	20	
	STL3C3	H/651/1033	Understand how to safeguard children and young people	3	4	25	
	STL3C4	R/651/1038	Develop professional relationships with children, young people and adults	3	2	15	
	STL3C5	H/651/1042	Understand how children and young people develop	3	3	25	
	STL3C6	M/651/1046	Support positive behaviour in children and young people	3	4	20	
	STL3C7	H/651/1051	Support children and young people during learning activities	3	4	25	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
STL3C8	R/651/1056	Support English and maths skills	3	4	25	
STL3C9	Y/651/1058	Support the use of ICT in the learning environment	3	3	15	
STL3C10	L/651/1063	Support assessment for learning	3	3	15	
STL3C11	T/651/1066	Engage in personal and professional development	3	3	15	
STL3D12	Y/651/1067	Support children and young people's speech, language and communication	3	4	25	
★ STL3D13	A/651/1068	Understand how to support bilingual learners	3	3	15	
★ STL3D14	D/651/1069	Understand how to support learning of children and young people with special educational needs and disabilities	3	4	25	
STL3D15	J/651/1070	Support children and young people during transitions	3	4	20	
★ STL3D16	K/651/1071	Support the role of play, leisure and extra-curricular activities for children and young people	3	3	15	

The units above may be available as stand-alone unit programmes. Please visit our website for further information.

Progression including job roles (where applicable)

Learners who achieve this qualification could progress to the following:

- employment :
 - assistant teacher
 - classroom assistant
 - learning support assistant
 - learning support worker
 - specialist curriculum support
 - support assistant
 - teaching assistant
- further education
 - special educational needs
 - early years education
 - teaching and learning
- higher education

Progression to higher level studies

This qualification aims to provide learners with a number of progression options, including higher level studies at university or FE colleges. The skills required to progress to higher academic studies are different from those required at Levels 1 and 2. Level 3 qualifications enable the development of these skills. Although there is no single definition of higher level learning skills, they include:

- checking and testing information
- supporting points with evidence
- self-directed study
- self-motivation
- thinking for yourself
- analysing and synthesising information/materials
- critical thinking and problem solving
- working collaboratively
- reflecting upon learning and identifying improvements.

Level 3 criteria can require learners to **analyse, draw conclusions, interpret or justify**, which are all examples of higher level skills. This means that evidence provided for the portfolio will also demonstrate the development and use of higher level learning skills.

If you need any further information, please refer to the NCFE website

How this qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification are internally assessed and externally quality assured.

The assessment consists of:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE.
- the minimum portfolio requirements are:
 - 6 written works (for example, case studies, reports and essays)
 - 2 slide shows
 - 3 pupil observations
 - 4 activity plans
 - 1 reflective log

Learners must be successful in the completion of the portfolio to gain this qualification.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply.

All the evidence generated by the learner will be assessed against the standards expected of a Level 3 learner for each learning outcome.

Internal assessment

We have created some mandatory and optional assessment tasks for the internally assessed units. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover knowledge learning outcomes and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Curriculum team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the Qualification Specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit, and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to Course File Documents on the NCFE website.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

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Section 2



Unit content and assessment guidance



Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact our Quality Assurance team.

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This document can be found in Section 3.

For further information or guidance about this qualification, please contact our Customer Support team.

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STL3C1: Schools and colleges as organisations (A/651/1021)



Unit summary

This unit aims to prepare the learner for working in a learning environment. It covers knowledge and understanding of the structure of education; how schools and colleges are organised; ethos, mission, aims and values; policy frameworks; and the wider context in which schools and colleges operate.

Credit value	2
Guided learning hours	11
Level	3
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the structure of education from early years to post-compulsory education	1.1 Summarise types of early years provision		
	1.2 Identify key stages of the statutory framework including National Curriculum: procedures for assessment and benchmarking in relation to teacher target setting, for learning in own Home Nation		
	1.3 Explain post-16 options for young people and adults		
2. Understand how schools and colleges are organised in terms of roles and responsibilities	2.1 Explain the role held by: <ul style="list-style-type: none"> • governors • senior management team • other statutory roles, eg SENCO • teachers/tutors • support staff roles 		
	2.2 Identify external professionals who may work in education		
3. Understand teamwork in schools and colleges	3.1 List characteristics of effective teamwork		
	3.2 Explain the role of communication in establishing professional relationships for effective teamwork		
4. Understand educational ethos, mission, aims and values	4.1 Identify ethos, mission, aims and values of an educational setting		
	4.2 Explain how the ethos, mission, aims and values of an educational setting may be reflected in working practices		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	4.3 Explain how equality, diversity and inclusion can be promoted within an educational setting		
5. Understand the purpose of policies and procedures in education	5.1 Identify the policies and procedures schools and colleges have relating to: <ul style="list-style-type: none"> • staff • pupil welfare • teaching and learning • equality, diversity and inclusion • health, safety and security 		
	5.2 Explain how policies and procedures contribute to quality in education		

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: STL3C1
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

STL3C1: Schools and colleges as organisations (A/651/1021) (cont'd)

Assessment tasks STL3C1: Schools and colleges as organisations

These sample tasks have been developed to meet the knowledge learning outcomes for this unit.

Task 1 links to learning outcome 1 (AC 1.1, 1.2, 1.3)

To help parents get a clear idea of the curriculum and education provision, in your home nation, produce a chart that includes early years provision, key stages 1, 2, 3 and 4 and post 16 options. Include detailed information about the following:

- types of provision, eg: nursery, academy, private
- curriculum overview for each key stage
- formative and summative assessments carried out at each stage against set benchmarks

Task 2 links to learning outcome 2 (AC 2.1, 2.2)

Your senior management team have recently reviewed parent partnerships and concluded parents and carers need more information on the way schools are managed, along with external professionals that may be involved in their child's welfare and education.

Produce a fact sheet that explains the roles of the following:

- governors
- senior management team (SMT)
- their statutory roles (for example, SENCO, DSL)
- teachers/tutors
- support staff roles

Also include in your fact sheet a list of external professionals with a brief outline of their role in relation to the education and welfare of children and young people.

Task 3 links to learning outcome 3 (AC 3.1, 3.2) and learning outcome 5 (AC 5.1, 5.2)

You have been asked to mentor a newly appointed teaching assistant (TA). As part of the induction process the policies and procedures must be read. Please produce a list of the policies and procedures the new TA must read that relate to the following:

- staff
- pupil welfare
- teaching and learning
- equality, diversity and inclusion
- health, safety and security

To support your new colleague, prepare for a question and answer session based on the content of these policies and procedures, their importance and how they contribute to quality in education.

STL3C1: Schools and colleges as organisations (A/651/1021) (cont'd)

Assessment tasks STL3C1: Schools and colleges as organisations

To further support your new colleague, produce a short slide show on effective teamwork and communication, considering key characteristics of teamwork and the various communication methods you can use to meet the needs of different audiences.

Task 4 links to learning outcome 4 (AC 4.1, 4.2, 4.3)

You have been asked to create a display board for the staff room. The brief is to capture how equality, diversity and inclusion can be promoted in line with the ethos, mission, aims and values of the school and how all staff can embed these into their working practices.

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STL3C2: Support health and safety in a learning environment (J/651/1025)



Unit summary

This unit provides the knowledge and understanding required to support children and young people’s health and safety in a learning environment.

Where learners are involved in placement opportunities they should be encouraged to follow policy and procedures to keep children safe, healthy and well. This will support the learner, in applying knowledge and understanding of this unit.

Credit value	3
Guided learning hours	20
Level	3
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand how to plan and provide environments that support children and young people’s health and safety	1.1 Identify legislation in relation to health and safety in a learning environment		
	1.2 Describe the factors to take into account when planning healthy and safe indoor and outdoor environments		
	1.3 Explain how health and safety is monitored and maintained in the learning environment		
2. Understand how to recognise and manage risks to health, safety and security in a learning environment or during off-site visits	2.1 Give examples of potential risks and hazards in a learning environment		
3. Understand how to support children and young people to assess and manage risk for themselves	3.1 Explain why it is important to take a balanced approach to risk management		
	3.2 Explain the dilemma between the rights and choices of children and young people, and health and safety requirements		
	3.3 Give examples of ways to support children and young people to assess and manage risk in a learning environment		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
4. Understand appropriate responses to accidents, incidents, emergencies and illness in the learning environment and during off-site visits	4.1 Explain the policies and procedures of the learning environment in response to accidents, incidents, emergencies and illness		
	4.2 Explain the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies		
5. Understand own role in assisting in the administration of medication	5.1 Outline the organisational policies and procedures for the management of the administration of medication		
	5.2 Describe own responsibilities and accountabilities in relation to the administration of medication		

Assessment guidance

Delivery and assessment
<p>4.1 Accidents, incidents, emergencies and illness eg:</p> <ul style="list-style-type: none"> accidents involving children, young people or adults; first aid incident incidents could include: bomb scare, off-site evacuation, stranger on the premises, weapon incident, extreme weather conditions emergencies such as fire, missing children or young people, life threatening allergy reaction, evacuation, security breach illness could include recognising signs of illness such as fever, rashes or unconsciousness and taking appropriate action.

<p>Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p>Assessor sign off of completed unit: STL3C2 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>
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For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

STL3C2: Support health and safety in a learning environment (J/651/1025) (cont'd)

Assessment tasks STL3C2: Support health and safety in a learning environment

These sample tasks have been developed to meet the knowledge learning outcomes for this unit.

Task 1 links to learning outcome 1 (AC 1.1, 1.2, 1.3)

Create an information chart to show knowledge of the key health and safety legislation relative to schools and colleges. Column one should include the name of the legislation and a brief outline of the requirement of this. Column two should include how you can plan to meet these requirements within your learning environments, both indoors and outdoors. Column three should include how your school would monitor and maintain health and safety in relation to the legislation.

Task 2 links to learning outcome 2 (AC 2.1) and learning outcome 3 (AC 3.1, 3.2, 3.3)

Complete a detailed risk assessment for your main indoor and outdoor learning environments (those you work in the most or choose two specific areas if you support in multiple areas)

From your risk assessments reflect and record your thoughts on the following points:

- how can you support the children and young people to assess and manage these risks for themselves?
- how can you ensure you are taking a balanced approach and not being too risk adverse?
- what might you do to ensure you are still allowing children and young people to make choices for themselves, whilst still staying safe?

Task 3 links to learning outcome 4 (AC 4.1, 4.2) and learning outcome 5 (AC 5.1, 5.2)

Staff have agreed they would like some quick-read guidance on the policies and procedures of the school in relation to accidents, incidents, emergencies and illnesses. Produce a detailed flowchart(s) to explain the response needed for each including how to record each and who you need to report the event to.

The first aid room posters are looking a bit shabby. Update the medication procedures in a clear poster to include the receipt, record keeping and consent, storage, administration and the roles and responsibilities for staff in relation to administration of medication.

STL3C3 Understand how to safeguard children and young people (H/651/1033)



Unit summary

This unit provides the knowledge and understanding required to support the safeguarding of children and young people.

Credit value	4
Guided learning hours	25
Level	3
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand legislation, guidelines, policies and procedures for safeguarding children and young people	1.1 Outline current legislation, guidelines, policies and procedures within Home Nations affecting the safeguarding of children and young people		
2. Understand how to work in partnership with other organisations to safeguard children and young people	2.1 Explain the need to safeguard children and young people		
	2.2 Explain the impact of a child or young person-centred approach		
	2.3 Explain what is meant by partnership working in the context of safeguarding		
	2.4 Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed		
3. Understand the need to ensure children and young people's safety and protection in the learning environment	3.1 Explain why we need to ensure children and young people are protected from harm within the learning environment		
	3.2 Identify the risks and possible consequences for children and young people of being online and using digital mobile devices		
	3.3 Describe ways of reducing risk to children and young people from: <ul style="list-style-type: none"> • social networking • internet use 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	3.4 Explain how support staff can take steps to protect themselves within their everyday practice in the learning environment and during off-site activities		
4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	4.1 Explain child protection within the wider context of safeguarding children and young people		
	4.2 Identify different types of abuse and bullying		
	4.3 Outline the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding		
	4.4 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting		
	4.5 Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged		
	4.6 Explain how serious case reviews inform practice		
5. Understand how to work with children and young people to support their wellbeing	5.1 Describe ways support staff can work with children and young people to build self-confidence and self-esteem		
	5.2 Describe the role of support staff in recognising the signs of mental health concerns in children and young people		
	5.3 Identify the signs of possible mental health concerns in children and young people		
	5.4 Explain the need to work with children and young people to enable them to develop emotional resilience and mental wellbeing		

STL3C3 Understand how to safeguard children and young people (H/651/1033) (cont'd)

Assessment guidance

Delivery and assessment
3.2 Digital mobile devices eg: <ul style="list-style-type: none">• smart phone• tablet• other devices.

Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work.
Learner signature: _____
Date: _____

Assessor sign off of completed unit: STL3C3 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.
Assessor name: _____
Signature: _____
Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

STL3C3 Understand how to safeguard children and young people (H/651/1033) (cont'd)

Assessment tasks STL3C3: Understand how to safeguard children and young people

These sample tasks have been developed to meet the knowledge learning outcomes for this unit.

Task 1 links to learning outcome 1 (AC 1.1), learning outcome 2 (AC 2.1, 2.2, 2.3, 2.4), learning outcome 3 (AC 3.1, 3.2, 3.3, 3.4) and learning outcome 4 (AC 4.1, 4.2, 4.3, 4.4, 4.5, 4.6)

To support recent safeguarding training, you have been asked to put a staff handbook together explaining current legislation, guidelines and policies and procedures and how these relate to practice. Include the following with an outline of what this is and supporting information:

- Children's Act 1989 and 2004. (AC 1.1, 2.1, 4.1, 4.6):
 - why we need to safeguard children and young people
 - what is meant by child protection within the wider context of safeguarding
 - information on Victoria Climbié and the Lord Laming report which resulted in the amended 2004 version
- keeping children safe in education. (AC 1.1, 3.1, 4.2, 4.3):
 - why we need to ensure children and young people are protected from harm within the learning environment
 - different types of abuse and bullying and the signs, symptoms, indicators and behaviours that may cause concern
- working together to safeguard children. (AC 1.1, 2.2, 2.3, 2.4):
 - the impact of a child and young person-centred approach
 - what is meant by partnership working in the context of safeguarding
 - the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed
- United Nations Convention on the Rights of the Child 1989 (articles 3, 6, 9, 12, 19) and the Human Rights Act 1998. (articles 1, 2, 8, 9, 10, 11, 12) (AC 1.1, 4.5):
 - the rights of children, young people and their carer's in situations where harm or abuse is suspected or alleged
- own school's safeguarding policies and procedures. (AC 1.1, 3.2, 3.3, 3.4, 4.4):
 - actions to take if a child or young person alleges harm or abuse
 - lone working and allegation policies and procedures relating to school site and off-site activities
 - e-safety policy to include knowledge of the risks and consequences of being online and using social media and how to reduce these risks

Task 2 links to learning outcome 5 (AC 5.1, 5.2, 5.3, 5.4)

Scenario

Ajay is in Year 5 and has recently started to show behaviour changes in school. He used to be outgoing, have lots of friends and was confident to answer questions in class. Lately he has become withdrawn from his peers, quiet and never contributes to class discussions. During a lesson this week, Ajay was asked a question by the class teacher. Ajay became angry, shouting, 'I don't know, I'm just stupid' and then kicked the table away from himself.

Considering Ajay's behaviour explain the following:

Assessment tasks STL3C3: Understand how to safeguard children and young people

- what concerns do you have about Ajay's mental health and why?
- what signs would you consider to be a 'indicator' of potential mental health issues?
- what is your responsibility in relation to recognising and responding, through recording and reporting, to these concerns in line with your school's policy?
- how could you support Ajay to rebuild his self-confidence and self-esteem?
- what strategies could you use to support the whole class to understand the importance of emotional resilience and mental wellbeing?

DRAFT

STL3C4: Develop professional relationships with children, young people and adults (R/651/1038)

Unit summary

This unit provides the knowledge and understanding which underpins effective communication and professional relationships with children, young people and adults. It covers the competence required to develop professional relationships with children, young people and adults.

Credit value	2
Guided learning hours	15
Level	3
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the principles of developing positive relationships with children, young people and adults	1.1 Explain why effective communication is beneficial in developing positive relationships with children, young people and adults		
	1.2 Explain how different social, professional and cultural backgrounds may affect relationships and the way people communicate		
	1.3 Describe ways the practitioner can build and maintain professional relationships with children, young people and adults		
	1.4 Explain how barriers to professional relationships can be overcome		
2. Understand legislation, policies and procedures for confidentiality and sharing information, including data protection	2.1 Summarise the main points of legislation and procedures covering confidentiality, data protection and the disclosure of information		
	2.2 Explain the need to reassure children, young people and adults of the confidentiality of shared information and the limits of this		
	2.3 Discuss situations when confidentiality protocols must be breached		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Be able to develop professional relationships with children and young people	3.1 Show how to establish rapport and respectful, trusting relationships with children and young people		
	3.2 Show how to support children and young people in making choices for themselves		
	3.3 Give attention to individual children and young people in a way that is fair to them and the group as a whole		
4. Be able to communicate with children and young people	4.1 Use different forms of communication to meet the needs of children and young people		
	4.2 Demonstrate how to adapt communication with children and young people for: <ul style="list-style-type: none"> • the age and stage of development of the child or young person • the context of the communication • communication differences 		
	4.3 Explain learners' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images		
5. Be able to develop professional relationships with adults	5.1 Demonstrate how to establish rapport and professional relationships with adults using techniques to promote mutual trust and understanding		
	5.2 Demonstrate how to adapt communication with adults for: <ul style="list-style-type: none"> • cultural and social differences • the context of the communication • communication differences 		
6. Be able to support children and young people in developing relationships	6.1 Use ways of helping children and young people to understand the value of positive relationships with others		
	6.2 Show how to be an effective role model in own relationships with children and young people		
	6.3 Demonstrate ways of encouraging and supporting children and young people to: <ul style="list-style-type: none"> • understand and respect other people's individuality • deal with conflict for themselves • respect the feelings and points of view of others 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
7. Be able to support inclusion and inclusive practices in work with children and young people	7.1 Explain what is meant by inclusion and inclusive practices		
	7.2 Identify barriers to children and young people's participation		
	7.3 Demonstrate ways of supporting inclusion and inclusive practices in own work with children and young people		

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: STL3C4
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

STL3C4: Develop professional relationships with children, young people and adults (R/651/1038) (cont'd)

Assessment tasks STL3C4: Develop professional relationships with children, young people and adults

These sample tasks have been developed to meet the knowledge learning outcomes for this unit.

Task 1 links to learning outcome 1 (AC 1.1, 1.2, 1.3, 1.4) learning outcome, 2.1, 2.2, 2.3), learning outcome 4 (AC 4.3) and learning outcome 7 (AC 7.1, 7.2)

Produce an assignment explaining and demonstrating your knowledge against the following criteria:

- explain why effective communication is beneficial in developing positive relationships with children, young people and adults
- explain how different social, professional and cultural backgrounds may affect relationships and the way people communicate
- describe ways the practitioner can build and maintain professional relationships with children, young people and adults
- explain how barriers to professional relationships can be overcome
- summarise the main points of legislation and procedures covering confidentiality, data protection and disclosure of information
- explain the need to reassure children, young people and adults of the confidentiality of shared information and the limits of this
- explain what is meant by inclusive practices
- identify barriers to children and young people's participation

Task 2 links to learning outcome 3 (AC 3.1, 3.2, 3.3), learning outcome 4 (AC 4.1, 4.2), learning outcome 5 (AC 5.1, 5.2) learning outcome 6 (AC 6.1, 6.2, 6.3) and learning outcome 7 (7.3)

Plan and prepare to be observed in practice delivering an activity to a small group of children. Your focus for this unit is professional relationships and communication. This observation will be aligned with other units and the criteria listed above will need to be observed.

STL3C5: Understand how children and young people develop (H/651/1042)



Unit summary

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

Credit value	3
Guided learning hours	25
Level	3
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the expected pattern of development for children and young people from birth to 19 years	1.1 Describe milestones in children's holistic development from birth to 19 years		
2. Understand the factors that influence children and young people's development and how these affect practice	2.1 Explain how children and young people's development is influenced by a range of biological factors		
	2.2 Explain how children and young people's development is influenced by a range of external factors		
	2.3 Explain how theories of development and educational frameworks influence current practice		
3. Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern	3.1 Explain how to monitor children and young people's development using different methods		
	3.2 Identify how other professionals and different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern		

STL3C5: Understand how children and young people develop (H/651/1042) (cont'd)

Assessment guidance

Delivery and assessment

2.1 Biological factors, eg:

- health conditions or disability
- congenital conditions ie present at birth.

2.2 External factors eg:

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

2.3 Theories of development:

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

3.2 Other professionals could include:

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

STL3C5: Understand how children and young people develop (H/651/1042) (cont'd)

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: STL3C5

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

DRAFT

STL3C5: Understand how children and young people develop (H/651/1042) (cont'd)

Assessment tasks STL3C5: Understand how children and young people develop

This sample task has been developed to meet the knowledge learning outcomes for this unit.

Task 1 links to learning outcome 1 (AC 1.1)

Produce a chart that showcases children's holistic development from birth to 19 years. Your chart must include all areas of development listed below:

- physical development
- cognitive development
- social development
- emotional development

Task 2 links to learning outcome 2 (AC 2.1, 2.2, 2.3)

Prepare a presentation that explains how children's development can be influenced by a range of biological and external factors. You must provide **(3)** examples of biological and **(3)** examples of external.

Task 3 links to learning outcome 3 (AC 3.1, 3.2)

Create a leaflet explaining how to monitor children's development. You must give 3 examples of ways you can do this.

Additionally, within your leaflet, you will be expected to provide an overview of how professionals can promote positive outcomes for children. You must give **(4)** examples of external professionals who support children's development and explain how they can promote positive outcomes.

STL3C6: Support positive behaviour in children and young people (M/651/1046)

Unit summary

This unit provides the knowledge, understanding and skills required to support children and young people's positive behaviour. It requires demonstration of competence in promoting positive behaviour and managing behaviour that challenges.

Credit value	4
Guided learning hours	20
Level	3
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand policies and procedures for promoting children and young people's positive behaviour in a learning environment	1.1 Summarise policies and procedures relevant to promoting children and young people's positive behaviour		
	1.2 Explain effective practice in relation to behaviour management		
2. Be able to promote positive behaviour	2.1 Review expectations in relation to behaviour when working with others		
	2.2 Explain strategies for promoting positive behaviour according to the policies and procedures of the setting		
	2.3 Use effective role model behaviour for the standards of behaviour expected of children, young people and adults within the learning environment		
3. Be able to manage behaviour that challenges in a learning environment	3.1 Demonstrate strategies to minimise disruption in a teaching and learning environment		
	3.2 Use policies and procedures to manage behaviour that challenges		
	3.3 Provide support for colleagues in relation to behaviour that challenges		
	3.4 Explain referral processes in line with policies and procedures for behaviour that challenges		

STL3C6: Support positive behaviour in children and young people (M/651/1046) (cont'd)

Assessment guidance

Delivery and assessment

3.2 **Behaviour that challenges** is behaviour which conflicts with the accepted values and beliefs of the setting and society.

Inappropriate behaviour may be demonstrated through speech, writing, non-verbal behaviour or physical abuse.

It may involve:

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

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: STL3C6

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

STL3C6: Support positive behaviour in children and young people (M/651/1046) (cont'd)

Assessment Tasks STL3C6: Support positive behaviour in children and young people

This sample task has been developed to meet the knowledge learning outcomes for this unit.

Task 1 links to learning outcome 1 (AC 1.1, 1.2), learning outcome 2 (2.1, 2.2) and learning outcome 3 (3.1, 3.2, 3.4)

Your head teacher has asked all year groups to hold a discussion on how to support positive behaviour during staff training day. To ensure the discussions follow a similar approach you have been tasked with writing prompt questions that each year group can use to form the discussion.

Write out 5–10 questions to prompt the discussion that can help to establish the following:

- the knowledge staff have of the school's policies and procedures in relation to supporting positive behaviour
- what staff deem as effective practice
- what strategies staff use for promoting positive behaviour
- what strategies staff use when managing challenging behaviour
- staff knowledge of the referral and review process

Write down your own thoughts and knowledge for each of your prompt questions as a guide for what all staff need to know or consider for best practice.

Task 2 links to learning outcome 2 (AC 2.3) and learning outcome 3 (AC 3.1, 3.2, 3.3)

Write a reflective account to describe how you support positive behaviour effectively (in accordance with setting, policies and procedures) through daily practice and at least one occasion where you have managed challenging behaviour. Include how you have worked collaboratively with others to provide support in each.

STL3C7: Support children and young people during learning activities (H/651/1051)

Unit summary

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

Credit value	4
Guided learning hours	25
Level	3
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Be able to contribute to planning learning activities	1.1 Explain how support staff may contribute to the planning, delivery and review of learning activities to support teaching and learning		
	1.2 Use knowledge of children and young people to contribute to planning and offer constructive suggestions for own role		
2. Be able to prepare for learning activities	2.1 Select and prepare the resources required for the planned learning activities		
	2.2 Explain the objectives, content and intended outcomes of learning activities		
	2.3 Develop and adapt resources to meet the needs of learners		
3. Be able to support learning activities	3.1 Select and demonstrate learning support strategies to meet the needs of learners		
	3.2 Show how to work in partnership with others to support learning activities		
	3.3 Show how to support the inclusion of all learners involved in learning activities		
	3.4 Explain barriers when supporting learning activities and how to overcome these		
	3.5 Show how to support learning in different environments: <ul style="list-style-type: none"> • indoor • outdoor 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
4. Be able to observe and report on learner participation and progress	4.1 Assess learner development, participation and progress		
	4.2 Use required methods and materials to record observations and feedback to others on learner development, participation and progress		
5. Be able to contribute to the evaluation of learning activities	5.1 Show how to contribute to the evaluation of learning activities		
	5.2 Use the outcomes of observations and assessments to: <ul style="list-style-type: none"> • provide feedback to learners on their progress • provide the teacher with constructive feedback on the learning activities 		
	5.3 Reflect on own practice in supporting learning activities		

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: STL3C7
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

**STL3C7: Support children and young people during learning activities (H/651/1051)
(cont'd)**

Assessment Tasks STL3C7: Support children and young people during learning activities

This sample task has been developed to meet the knowledge learning outcomes for this unit.

Task 1 links to learning outcome 2 (AC 2.1, 2.2, 2.3), learning outcome 3 (AC 3.1, 3.2, 3.3, 3.5), learning outcome 4 (AC 4.1, 4.2) and learning outcome 5 (AC 5.2)

Plan and prepare to meet the below criteria by using one of your activity plans from a previous unit – this will be observed by your assessor.

Ensure you have your activity plan ready and are aware of what you can use to formally assess learners in a discussion with the teacher before your observation.

- select and prepare the resources required for the planned learning activities
- explain the objectives, content and intended learning outcomes of learning activities
- develop and adapt resources to meet the needs of learners
- select and demonstrate learning support strategies to meet the needs of learners
- show how to work in partnership with others to support learning activities
- show how to support the inclusion of all learners involved in the learning activities
- show how to support learning in **indoor and outdoor** environments
- assess learner development, participation and progress
- use required methods and materials to record observations and feedback to others on learners' development, participation and progress
- provide feedback to learners
- provide teacher with constructive feedback

Task 2 links to learning outcome 1 (AC 1.1, 1.2) and learning outcome 3 (AC 3.4)

Plan and prepare for a professional discussion with your tutor focusing on the following:

- explain how support staff may contribute to the planning, delivery and review of learning activities to support teaching and learning
- use knowledge of children and young people to contribute to planning and offer constructive suggestions for your own role
- explain barriers when supporting learning activities and how to overcome these

Task 3 links to learning outcome 5 (AC 5.1, 5.3)

Write a reflection after your observation focusing on evaluating the activity you carried out in practice. You will need to link to **(1)** reflection theory such as Gibbs' reflective cycle or another of your choice.

Consider the following points:

- how well did you feel it went?
- do you think you contributed well?
- what could you do better next time?
- how will you improve moving forward?

STL3C8: Support English and maths skills* (R/651/1056)

Unit summary This unit provides the knowledge, understanding and skills to provide English and maths support across teaching and learning*.

Credit value	4
Guided learning hours	25
Level	3
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Be able to identify learner needs for English and maths support	1.1 Collate information about learners': <ul style="list-style-type: none"> English and maths skills learning targets English and maths support needs 		
	1.2 Identify and explain: <ul style="list-style-type: none"> the teaching and learning objectives of a planned activity the English and maths demands of learning activities 		
2. Be able to provide English support to help learners access teaching and learning	2.1 Use knowledge of the individual needs of learners to provide English support		
	2.2 Use opportunities to support the development of learners' English skills		
	2.3 Use a range of strategies for supporting learners to develop reading and writing and communication skills		
	2.4 Show how to work with children and young people in ways that encourage self-esteem and confidence in relation to English skills		
3. Be able to provide maths support to help learners access teaching and learning	3.1 Use knowledge of the individual needs of learners to provide maths support		
	3.2 Use opportunities to support the development of learners' maths skills		
	3.3 Use a range of strategies for supporting learners to use and solve mathematical problems		
	3.4 Show how to work with children and young people in ways that encourage self-esteem and confidence in relation to maths skills		

STL3C8: Support English and maths skills (R/651/1056) (cont'd)

Assessment guidance

Delivery and assessment

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

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

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

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

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: STL3C8

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

STL3C8: Support English and maths skills (R/651/1056) (cont'd)

Assessment Tasks STL3C8: Support English and maths skills)

This sample task has been developed to meet the knowledge learning outcomes for this unit.

Task 1 links to learning outcome 1 (AC 1.1)

Collate some notes into a document after a discussion with the class teacher about the following:

- the children's English and maths skills
- learning targets
- English and maths support needs

Consider how this is going to impact task 2 and your role in supporting English and maths.

Task 2 links to learning outcome 1 (AC 1.2) learning outcome 2 (AC 2.1, 2.2, 2.3, 2.4 and learning outcome 3 (AC 3.1, 3.2, 3.3, 3.4)

Plan and prepare **(4)** activity plans focusing on both English and maths.

The English activity plans should be structured in the following way

- 1 focused on reading and writing elements
- 1 focused on speaking and listening elements

Two of the maths activity plans should contain **(2)** of the following:

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

Both activity plans need to include the following:

- age range of learners
- overview of activity
- learning outcomes/objectives
- links to curriculum
- support strategies you will use
- differentiation
- opportunities for assessment via different methods (for example, observation)

Be prepared to deliver **(2)** of your activities in placement to your assessor.

Any of the maths areas not covered in task 2 must be discussed in the professional discussion with your assessor.

For this discussion you should consider:

- the mathematics area and it's importance in the classroom
- examples of how you could implement it with the age group you are working with
- what skills are needed to cover these areas

DRAFT

STL3C9: Support the use of ICT in the learning environment (Y/651/1058)

Unit summary

This unit provides the knowledge, understanding and skills to provide ICT support across teaching and learning. It requires knowledge of policies and procedures for the use of ICT in the learning environment and the demonstration of competence in using ICT to promote learning and support learners to review their achievements.

Credit value	3
Guided learning hours	15
Level	3
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the policy and procedures for the use of ICT for teaching and learning	1.1 Describe the setting's policy for the use of ICT for teaching and learning		
	1.2 Identify the ICT resources used for teaching and learning within the learning environment		
	1.3 Outline relevant legislation, regulations and guidance in relation to the use of ICT, eg software licensing		
	1.4 Describe the requirements and procedures for storage and security of ICT resources		
2. Understand how to prepare ICT resources for use in teaching and learning	2.1 Describe the risks associated with ICT resources and how to minimise them		
	2.2 List ICT resources that may be accessed in a teaching and learning environment		
	2.3 Explain the importance of the use of screening devices to prevent access to unsuitable material via the internet		
3. Be able to support the use of ICT for teaching and learning	3.1 Use ICT resources correctly and safely, when asked to do so		
	3.2 Give clear guidance and instructions to others on the use of ICT resources		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	3.3 Provide an appropriate level of assistance to enable learners to experience a sense of achievement, maintain self-confidence and encourage self-help skills in the use of ICT		
	3.4 Describe the sorts of problems that might occur when supporting learners using ICT and how to deal with these		

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: STL3C9
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

STL3C9: Support the use of ICT in the learning environment (Y/651/1058) (cont'd)

Assessment tasks STL3C9: Support the use of ICT in the learning environment

These sample tasks has been developed to meet the knowledge learning outcomes for this unit.

Task 1 links to learning outcome 1 (AC 1.1, 1.2, 1.3, 1.4)

Prepare a written assignment to meet the following criteria:

- describe your setting's policy for the use of ICT in teaching and learning
- identify the ICT resources used for teaching and learning within the learning environment
- outline relevant legislation, regulations and guidance in relation to the use of ICT (for example, software licencing)
- describe the requirements and procedures for storage and security of ICT resources

Task 2 links to learning outcome 2 (AC 2.1, 2.2, 2.3) and learning outcome 3 (AC 3.1, 3.2, 3.3, 3.4)

You have been asked to create a school bulletin board surrounding ICT for the pupils and staff. The board will need to include relevant information about the following points:

- ICT risks and how to minimise them
- a list of ICT resources used in a learning environment
- the importance of using screening devices to prevent access to unsuitable materials via the internet
- how to use ICT resources correctly and safely
- giving clear guidance and self-help strategies to promote safe use of ICT resources
- an overview of any problems that could occur and how to deal with them

Create resources that you would put on your bulletin board to support pupils and staff to gain a better understanding about the points highlighted above.

Task 3 links to learning outcome (AC 3.3)

In the form of a reflective account, reflect on how you have aided ICT support to enable learners to experience the following:

Sense of achievement
Self confidence

Reflect on what self-help skills you have supported them to develop in relation to using ICT.

STL3C10: Support assessment for learning (L/651/1063)

Unit summary

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

Credit value	3
Guided learning hours	15
Level	3
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the purpose and characteristics of assessment for learning	1.1 Analyse the role of the support worker in relation to assessing learner achievement		
	1.2 Summarise the difference between formative and summative assessment		
	1.3 Explain the characteristics of assessment for learning		
2. Be able to use assessment strategies to promote learning	2.1 Use clear language and examples to discuss and clarify personalised learning goals and criteria for assessing progress with learners		
	2.2 Use assessment opportunities and strategies to gain information and make judgements about how well learners are participating in activities and the progress they are making		
3. Be able to support learners in reviewing their learning strategies and achievements	3.1 Use information gained from monitoring learner participation and progress to help learners to review their learning strategies, achievements and future learning needs		
	3.2 Demonstrate ways to encourage learners to communicate their needs and ideas for future learning		
	3.3 Show how to support learners in using peer assessment and self-assessment to evaluate their learning achievements		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
	3.4 Show how to support learners to: <ul style="list-style-type: none"> • reflect on their learning • identify the progress they have made • identify their emerging learning needs • identify the strengths and weaknesses of their learning strategies and plan how to improve them 		
4. Be able to contribute to reviewing assessment for learning	4.1 Provide feedback to the teacher on: <ul style="list-style-type: none"> • learner participation and progress in the learning activities • learners' engagement in and response to assessment for learning • learners' progress in taking responsibility for their own learning 		
5. Be able to maintain learner records	5.1 Collate the information needed to update learner records from valid and reliable sources		
	5.2 Show how to raise any concerns about the information with the relevant people		
	5.3 Review learner records to ensure they are accurate, complete and up to date		
	5.4 Show how to maintain confidentiality according to organisational and legal requirements		
	5.5 Use organisational procedures to ensure secure storage of learner records		

STL3C10: Support assessment for learning (L/651/1063) (contd')

Assessment guidance

Delivery and assessment

2.2 Assessment opportunities and strategies are the occasions, approaches and techniques used for on-going assessment during learning activities, such as:

- using open-ended questions
- observing learners
- listening to how learners describe their work and their reasoning
- checking learners' understanding
- engaging learners in reviewing progress
- encouraging learners to keep in mind their learning goals and to assess their own progress in meeting these as they proceed
- encouraging learners to review and comment on their work before handing it in or discussing it with the teacher
- praising learners when they focus their comments on their personalised learning goals for the task
- encouraging peer assessment.

5.2 Concerns relating to:

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

5.2 Relevant people, eg:

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

STL3C10: Support assessment for learning (L/651/1063) (contd')

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: STL3C10

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

DRAFT

STL3C10: Support assessment for learning (L/651/1063) (contd')

Assessment tasks STL3C10: Support assessment for learning

This sample task has been developed to meet the knowledge learning outcomes for this unit.

This unit requires learners to understand the purpose of assessment for learning.

Task 1 links to learning outcome 1 (AC 1.1, 1.2, 1.3)

Plan and prepare a presentation that can be shared with new teaching assistants explaining the following:

- analyse the role of the support worker in relation to assessing learner achievement
- summarise the difference between formative and summative assessment
- explain the characteristics for assessment for learning

Task 2 links to learning outcome 3 (AC 3.1, 3.2, 3.3, 3.4)

In discussion with your placement class teacher, plan and prepare some work products to meet the following criteria:

- demonstrate ways of encouraging children to communicate their needs and ideas for future learning
- use information gained from monitoring learner participation and progress to help learners to review their learning strategies, achievements and future learning needs
- show how to support learners in using peer assessment and self-assessment to evaluate their learning achievements
- show and support learners to reflect on their learning, identify own progress, identify strengths and areas to improve and how to improve

Any evidence you do provide needs to ensure that you are ensuring GDPR and confidentiality regulations.

Along with your evidence, provide a short rationale of why you have chosen the work product and how it supports you to meet the criteria.

Task 3 links to learning outcome 2 (AC 2.1, 2.2), learning outcome 4 (AC 4.1) and learning outcome 5 (AC 5.1, 5.2, 5.3, 5.4, 5.5)

The following criteria will be assessed via witness testimony from the class teacher at your placement setting. The teacher will need to see you carrying out the following:

- use clear language and examples to discuss and clarify personalised learning goals and criteria for assessing progress with learners
- use assessment opportunities and strategies to gain information and make judgements about how well learners are participating in activities and the progress they are making
- provide feedback to the teacher on:
 - learners' participation and progress in the learning activities
 - learners' engagement in and response to assessment for learning
 - learners' progress in taking responsibility for their own learning
- collate the information needed to update learner records from valid and reliable sources
- show how to raise any **concerns** about the information with the relevant people
- review learner records to ensure they are accurate, complete and up to date
- show how to maintain confidentiality according to organisational and legal requirements
- use organisational procedures to ensure the secure storage of learner records

STL3C11: Engage in personal and professional development (T/651/1066)

Unit summary	This unit is aimed at those who work with children and young people in a wide range of learning environments. The unit considers personal development and reflective practice, which are both fundamental to this role.
Credit value	3
Guided learning hours	15
Level	3
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own work role		
2. Be able to reflect on organisational practice	2.1 Explain how reflection supports improving the quality of the learning environment		
	2.2 Demonstrate the ability to reflect on practice		
	2.3 Describe how own values, belief systems and experiences may affect working practice		
3. Be able to evaluate own performance	3.1 Evaluate own knowledge, performance and understanding against internal or external benchmarks		
	3.2 Demonstrate use of feedback and reflective practice to evaluate own performance and inform development		
4. Be able to agree a personal development plan	4.1 Identify sources of support for planning and reviewing own development		
	4.2 Show how to work with others to review and prioritise own learning needs, professional interests and development opportunities		
	4.3 Show how to work with others to agree a personal development plan and set targets		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
5. Be able to use learning opportunities and reflective practice to contribute to personal development	5.1 Evaluate how learning opportunities identified in your personal development plan have improved performance		
	5.2 Explain how reflection on own practice has led to improved ways of working		
	5.3 Show how to record progress in relation to a personal development plan		

Assessment guidance

Delivery and assessment
<p>3.1 Internal and external benchmarks, eg:</p> <ul style="list-style-type: none"> • codes of practice • regulations • minimum standards • Ofsted • staff handbook • job description. <p>4.2 Others may include:</p> <ul style="list-style-type: none"> • carers • advocates • supervisor, line manager or employer • other professionals. <p>5.1 Learning opportunities, eg:</p> <ul style="list-style-type: none"> • formal course such as first aid • in-house training • practical exercises • online updating, webinars • shadowing colleagues • independent research or reading.

STL3C11: Engage in personal and professional development (T/651/1066) (cont'd)

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: STL3C11

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

DRAFT

STL3C11: Engage in personal and professional development (T/651/1066) (cont'd)

Assessment task STL3C11: Engage in personal and professional development

This **mandatory** task has been developed to meet the knowledge learning outcomes for this unit.

It is recommended that unit STL3C11 is one of the first units for the learners to receive. However, one of the last to be signed off. It would be manageable for learners to complete these throughout their qualification. Learners should use the same reflective model throughout.

Task 1 links to learning outcome 2 (AC 2.2), learning outcome 3 (AC 3.1, 3.2) and learning outcome 4 (AC 4.1)

You will be required to keep a reflective journal over your time on programme, including:

- 1 reflective account after each module completed
- 1 reflective account per term in placement
- 1 reflective account after each observation

Your reflections should include:

- evaluation of own performance in line with professional standards
- strengths and areas to improve
- who to work with and how to improve
- links to one reflective cycle theory and how/ if it works for you (for example, Gibbs' reflective cycle)

Task 2 links to learning outcome 4 (AC 4.2, 4.3) and learning outcome 5 (AC 5.3)

You are required to sit with your tutor to complete a personal development plan. Within this you will highlight strengths and targets. You will be required to review and prioritise your own learning needs for the future and how you will improve.

Targets set should be Specific Measurable Achievable Realistic Timely (SMART).

Task 3 related to learning outcome 1 (AC 1.1), learning outcome 2 (AC 2.1) and learning outcome 5 (AC 5.1, 5.2)

Prepare a written account providing answers to the following:

- describe the duties and responsibilities of your own work role
- explain how reflection supports improving quality of the learning environment
- evaluate how learning opportunities identified in your personal development plan have improved performance
- explain how reflection on own practice has led to improved ways of working

STL3D12: Support children and young people’s speech, language and communication
(Y/651/1067)

Unit summary

This unit aims to provide a basis for understanding the importance of speech, language and communication for children and young people’s overall development and interaction with others. It also explores ways to support children and young people in the development of their speech, language and communication skills.

Credit value	4
Guided learning hours	25
Level	3
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the importance of speech, language and communication for children and young people’s overall development	1.1 Explain each of the terms: <ul style="list-style-type: none"> • speech • language • communication • speech, language and communication needs 		
	1.2 Describe theoretical perspectives in relation to speech, language and communication development		
	1.3 Explain how children and young people’s speech, language and communication skills affect other areas of development		
	1.4 Describe the potential impact of speech, language and communication needs on holistic development in the short- and long-term		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
2. Understand the role of support staff when supporting speech, language and communication development in the learning environment	2.1 Explain how support staff can effectively support and extend the speech, language and communication development of children and young people through the use of: <ul style="list-style-type: none"> • visual prompts and cues • different types of interaction • developing vocabulary • using different forms of communication • adapting methods of communication to meet the needs and abilities of children and young people 		
3. Be able to provide support for the speech, language and communication development of children and young people in the learning environment	3.1 Demonstrate how to provide support for speech, language and communication for individuals, children and/or young people taking into account the: <ul style="list-style-type: none"> • age • specific needs • abilities • home language • children and young people's own interests 		
	3.2 Analyse how the use of technology supports the development of speech, language and communication		
	3.3 Demonstrate how to work with children and young people to develop speech, language and communication in the following situations: <ul style="list-style-type: none"> • 1:1 basis • groups 		
	3.4 Demonstrate ways of supporting children and young people with communication and interaction needs to actively participate in learning tasks and activities		
4. Be able to contribute to maintaining a positive environment that supports speech, language and communication	4.1 Show how to create a positive environment for supporting speech, language and communication development		
	4.2 Reflect on own role in relation to supporting speech, language and communication development		

STL3D12: Support children and young people's speech, language and communication (Y/651/1067) (cont'd)

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: STL3D12

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

DRAFT

STL3D12: Support children and young people's speech, language and communication (Y/651/1067) (cont'd)

Assessment tasks STL3D12: Support children and young people's speech, language and communication

These sample tasks have been developed to meet the knowledge learning outcomes for this unit.

Task 1 links to learning outcome 1 (AC 1.1, 1.2, 1.3, 1.4), learning outcome 2 (AC 2.1) and learning outcome 3 (AC 3.2)

Prepare a written essay covering the following criteria:

- Explain each of the terms below:
 - speech
 - language
 - communication
 - speech, language and communication needs
- describe **(2)** theoretical perspectives in relation to speech, language and communication development
- explain how children and young people's speech, language and communication effect other areas of development
- describe the potential impact of speech language and communication needs on holistic development in the short & long term
- explain how support staff can effectively **support** and **extend** the speech, language and communication development of children and young people using:
 - visual prompts and cues
 - different types of interaction
 - developing vocabulary
 - using different forms of communication
 - adapting methods of communication to meet the needs and abilities of children and young people
- analyse how the use of technology supports the development of speech, language and communication

Task 2 links to learning outcome 3 (AC 3.1) and learning outcome 4 (AC 4.2)

Gather resources which you use in the setting to effectively support children's speech, language and communication.

Your resources need to support the following:

- age
- specific needs
- abilities
- home language
- children and young people's own interests

Alongside of your resources, a description of each and an overview of your own role in using these resources in supporting speech, language and communication will be needed.

Task 3 links to learning outcome 3 (AC 3.3, 3.4) and learning outcome 4 (AC 4.1)

Prepare for an observation of performance assessing you against the following criteria for this unit:

Assessment tasks STL3D12: Support children and young people's speech, language and communication

- demonstrate how to work with children and young people to develop speech, language and communication in the following situations:
 - on a one-to-one basis
 - in groups
- demonstrate ways of supporting children and young people with communication and interaction needs to actively participate in learning tasks and activities
- show how to create a positive environment for supporting speech, language and communication development

DRAFT

STL3D13: Understand how to support bilingual learners (A/651/1068)



Unit summary This unit provides the knowledge and understanding to support bilingual learners in a learning environment.

Credit value	3
Guided learning hours	15
Level	3
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand how to contribute to the assessment of bilingual learners	1.1 Define the terms: <ul style="list-style-type: none"> English as an additional language (EAL) bilingual advanced learner of EAL 		
	1.2 Explain the importance of conducting an initial assessment of bilingual learners		
	1.3 Identify the types of information relevant people may require to help them in meeting the learning, language development and wellbeing needs of the bilingual learner		
	1.4 Explain why a specialist assessment may be required		
2. Understand how to support bilingual learners to access the curriculum	2.1 Explain the importance of using the learners' preferred language to introduce and settle them into the learning environment		
	2.2 Describe different learning activities and resources that can be used to promote personalised learning including development of learners' language skills		
	2.3 Identify the challenges the bilingual learner may face to access learning		
	2.4 Describe the strategies that support the learning and language development of individual bilingual learners		

STL3D13: Understand how to support bilingual learners (A/651/1068) (cont'd)

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: STL3D13

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

DRAFT

STL3D13: Understand how to support bilingual learners (A/651/1068) (cont'd)

Assessment tasks STL3D13: Understand how to support bilingual learners

These sample tasks have been developed to meet the knowledge learning outcomes for this unit.

Task 1 links to learning outcome 1 (AC 1.1, 1.2, 1.3, 1.4) and learning outcome 2 (AC 2.1, 2.3)

Write an essay based upon supporting bilingual learners. Please consider your practice and bring any examples of practice through in your writing if relevant. It is important that you cover the following points below:

- Define the terms:
 - English as an additional language (EAL)
 - bilingual
 - advanced learner of EAL
- explain the importance of conducting an initial assessment of bilingual learners
- identify types of information relevant people may require helping them in meeting the learning, language development and wellbeing needs of the bilingual learner
- explain why a specialist assessment may be required
- explain the importance of using the learners' preferred language to introduce and settle them into the learning environment
- identify the challenges the bilingual learner may face regarding access to learning

Task 2 links to learning outcome 2 (AC 2.2, 2.4)

Create a leaflet aimed at parents describing the different **learning activities, resources and strategies** used in schools to support children with EAL.

Consider how these terms highlighted in bold impact personalised development of language development.

STL3D14: Understand how to support learning of children and young people with special educational needs and disabilities (D/651/1069)



Unit summary

This unit provides the knowledge and understanding to provide support for children and young people with special educational needs and disabilities (SEND) in the learning environment.

Credit value	4
Guided learning hours	25
Level	3
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the principles of inclusive practice and the rights of disabled children and young people and those with special educational needs	1.1 Identify the requirements of current legislation in Home Nations in relation to inclusive practice		
	1.2 Summarise the rights of children and young people with special educational needs and disabilities		
	1.3 Summarise the provision, assessment and intervention frameworks for children with special educational needs and disabilities		
	1.4 Explain the importance of early recognition and intervention for children with special educational needs and disabilities		
	1.5 Identify barriers to participation for children with special educational needs and disabilities		
2. Understand how to obtain information about individual needs, capabilities and interests of disabled children and young people, and those with special educational needs	2.1 Outline how to observe and identify the needs, capabilities and interests of children with special educational needs and disabilities		
	2.2 Explain the roles and responsibilities of others who contribute to the support of children and young people with special educational needs and disabilities		
	2.3 Evaluate the benefit of working with others to support children and young people with special educational needs and disabilities		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Understand the special educational needs of children and young people with cognition and learning needs	3.1 Describe the range of cognitive skills necessary for effective learning		
	3.2 Identify the significant differences between global and specific learning difficulties		
	3.3 Explain how cognitive difficulties impact upon the development of language and communication and how this might affect learning		
4. Understand the special educational needs of children and young people with emotional, behavioural and social development needs	4.1 Explain how aspects of upbringing, home circumstances and physical and emotional health of children and young people can affect their ability to relate to others		
	4.2 Explain how mental health could impact on a child or young person's life		
	4.3 Explain how to work with children, young people and others to identify and set behaviour goals and boundaries for children and young people with emotional, behavioural and social development needs		
	4.4 Reflect on ways of developing self-reliance and self-esteem to support children and young people with emotional, behavioural and social development needs		
5. Understand the special educational needs of learners with sensory and/or physical needs	5.1 Explain the effect of a primary disability on children and young people's development		
	5.2 Describe a range of specialist equipment and technology resources available for children and young people with special educational needs and disabilities and reflect on how they help to overcome or reduce the impact of sensory or physical impairment		
6. Understand the kinds of strategies needed to support children and young people with special educational needs and disabilities	6.1 Explain how to work with children and young people using strategies to support their learning and development		

STL3D14: Understand how to support learning of children and young people with special educational needs and disabilities (D/651/1069) (cont'd)

Assessment guidance

Delivery and assessment

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

2.2 Others may be:

- family members
- teachers/specialist teachers
- other adults in the setting, eg SENCO
- professionals external to the setting, eg educational psychologist
- health professionals.

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

- physical disability
- long-standing or progressive conditions
- chronic illness, pain and fatigue.

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: STL3C14

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

STL3D14: Understand how to support learning of children and young people with special educational needs and disabilities (D/651/1069) (cont'd)

Assessment tasks STL3D14: Understand how to support learning of children and young people with special educational needs and disabilities

These sample tasks have been developed to meet the knowledge learning outcomes for this unit.

Task 1 links to learning outcome 1 (AC 1.1, 1.2, 1.3) and learning outcome 2 (AC 2.1, 2.2, 2.3)

As part of your special educational needs and disabilities (SEND) training, you have been asked to review and suggest updates to the school's policy.

For part one, include the following:

- list the main legislation in relation to inclusive practice and the requirements on schools to meet these
- the rights of children and young people with SEND
- an explanation of the SEND code of practice, how this should be followed by schools to ensure provision, assessments and interventions are in place for children and young people with SEND

For part two, include the following:

- an outline of the school's policy and procedures to carry out observations to establish the needs, capabilities and interests of children and young people with SEND
- a description of the school's partnership working expectations with parents/ carer's, colleagues and external professionals and the benefits of these partnerships in supporting the needs of children and young people with SEND
- a list of those you may work with internally and externally, why you may form partnerships with these professionals and their role and responsibilities in supporting children and young people with SEND

Task 2 links to learning outcome 1 (AC 1.4, 1.5), learning outcome 5 (AC 5.1, 5.2) and learning outcome 6 (AC 6.1)

To understand the needs of children and young people with SEND you are asked to reflect on the barriers they may face and how to overcome the barriers and meet their support needs.

Start by explaining why it is important to recognise a SEND need early and respond through early interventions.

Create an information chart to include the following:

- explain the importance of early recognition and intervention for children with special educational needs and disabilities
- the impact of each on a child or young person's holistic development
- the potential barriers they may face
- strategies that can be used to support their learning and development
- types of specialist equipment, technology and other resources that can be used to support the child or young person's needs

Task 3 links to learning outcome 3 (AC 3.1, 3.2, 3.3)

Scenario

You are asked to provide one-to-one support to 2 children in your class. Amy is a child with Down's Syndrome. She has moderate cognitive impairment, below age expected language and communication skills and poor muscle tone causing mobility issues. Amy wears hearing aids and uses some signs to communicate.

Tom has attention deficit hyperactivity disorder (ADHD). He struggles to concentrate and will often be behind with class work. He regularly forgets to bring things into school that he needs, such as a PE kit or calculator. Tom finds it difficult to listen to and follow instructions, particularly when more than one staged instruction is given.

Considering Amy and Tom's support needs, answer the following:

- what cognitive skills are the students not able to demonstrate and why are these cognitive skills necessary for effective learning?
- what are the key differences between Amy and Tom's needs, considering the terms global and specific?
- how do the special educational needs and disabilities of Amy and Tom affect their language and communication skills and how is this impacting on their overall learning?

Task 4 links to learning outcome 4 (AC 4.1, 4.2, 4.3, 4.4)

Your school are looking into initiatives available to support children with emotional, behavioural and social development needs. To establish what initiative is best to adopt as a school, you are asked to research why children and young people may have these needs and how they can be met effectively in a learning environment.

Do some research to explain the following:

- factors that can affect and child or young person's emotional, behavioural and social development, including a range of biological, personal and environmental factors and how this may cause the child or young person to relate differently to others
- the impact of poor mental health on a child or young person and how to promote self-reliance, resilience and self-esteem to overcome this
- how you would work with the child or young person, their parents/ carers and others to set behaviour goals and boundaries, implement support and review these goals and support plans to meet their emotional, behavioural and social development needs

STL3D15: Support children and young people during transitions (J/651/1070)

Unit summary

This unit covers the knowledge, understanding and skills to support children and young people through transitions in their lives. It requires competence in recognising and responding to signs and indications of transitions and supporting them to manage transitions and reach positive outcomes.

Credit value	4
Guided learning hours	20
Level	3
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the range and impact of transitions that children and young people may experience	1.1 Explain the different types of transitions that children and young people may experience		
	1.2 Explain how different types of transitions may affect a child or young person		
	1.3 Explain how a child or young person's approach to transitions may be affected by their: <ul style="list-style-type: none"> • culture • religion • personal beliefs • gender • stage of development • previous experiences 		
	1.4 Explain how transitions may affect children and young people most at risk of exclusion or underachievement		
	1.5 Explain why children and young people with disabilities or special educational needs may need additional support to manage transitions		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
2. Be able to recognise and respond to transitions in children and young people's lives	2.1 Explain the signs and indications that a child or young person is experiencing a transition in their life		
	2.2 Provide opportunities for children and young people to explore and discuss significant events and experiences that may impact on them		
	2.3 Identify signs of concern or distress in children or young people which may relate to a transitional experience		
	2.4 Show how to recognise and take account of any signs of change in the attitude and behaviour of individual children or young people		
	2.5 Use procedures of own work setting to share information or concerns about children or young people with the appropriate person		
3. Be able to support children and young people to manage transitions in their lives	3.1 Show ways of supporting children and young people to manage transitions in their lives		
	3.2 Provide opportunities for children and young people to discuss the effects and results of transition		

Learner declaration of authenticity:
 I declare that the work presented for this unit is entirely my own work.

Learner signature: _____ Date: _____

Assessor sign off of completed unit: STL3D15
 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name: _____

Signature: _____ Date: _____

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

STL3D15: Support children and young people during transitions (J/651/1070) (cont'd)

Assessment tasks STL3D15: Support children and young people during transitions

These sample tasks has been developed to meet the knowledge learning outcomes for this unit.

Task 1 links to learning outcome 1 (AC 1.1, 1.2, 1.3, 1.4, 1.5) and learning outcome 2 (AC 2.1)

Your school is organising an event to advocate for children's wellbeing and development. You have been asked to create a booklet to hand out at the end of the session. Your booklet needs to include information on the following:

- explain the different types of transitions that children and young people may experience
- explain how types of transitions may affect a child or young person
- explain how a child/ young person's approach to transitions may be affected by the following:
 - culture
 - religion
 - personal beliefs
 - gender
 - stage of development
 - previous experience
- explain how transitions may affect children and young people most at risk of exclusion and under achievement
- explain why children with disabilities and Special Educational Needs (SEN) may need additional support going through transitions
- explain the signs and indicators that a child or young person is going through a transition in their life

Task 2 links to learning outcome 2 (AC 2.2, 2.3, 2.4, 2.5) and learning outcome 3 (AC 3.1, 3.2)

Read through the scenario and answer the questions.

Jessica is 5 years old and is attending reception class in a rural school setting. Jessica loves school and is always the first to paint and play in the sand as these are her favourite interests. Jessica has built a good relationship with the TA, Miss Hannah, in the school.

It is Monday morning and Jessica attends reception as usual; she puts her coat on her hanger and her bag. Miss Hannah approaches Jessica and says, "Good morning, Jessica, shall we go and paint a picture of what you've done over the weekend?". Jessica looks at Miss Hannah and shrugs her shoulders, Jessica walks into the classroom and sits on the carpet on a bean bag.

Miss Hannah sits back to observe Jessica for a while but gets distracted by some other children wanting to tell Miss Hannah about their weekend. Jessica remains sat on a beanbag looking through a book.

Jessica slowly walks over to the painting table and observes other children painting, Jessica picks up the paint brush and starts painting reluctantly. Jessica starts painting the outline of a house and a sad face. Miss Hannah approaches Jessica and says, "That's a nice house Jessica, I would love to live there" and walks off.

Jessica watches Miss Hannah walk off and slides down in her chair, Jessica gets up from the chair and goes back to sit on the beanbag.

- in the scenario, what signs/ concerns would indicate that Jessica is going through a change or transition?
- if you were Miss Hannah, how would you take notice of Jessica and recognise these behavioural changes?
- would you need to share the information with anyone and why?
- what would you do in this situation to support Jessica to open up about the transition she is going through?
- what would you put in place to support Jessica?
- how would you help Jessica to open up and understand her emotions?

DRAFT

STL3D16: Support the role of play, leisure and extra-curricular activities for children and young people (K/651/1071)



Unit summary

This unit provides the knowledge and understanding required to support children and young people’s play and leisure. It requires knowledge of play and leisure activities and helping children and young people to manage risk and challenge.

This unit also explores enrichment through an extra-curricular activity such as a study club, recreational activity, sports team or performing arts activity.

Credit value	3
Guided learning hours	15
Level	3
Mandatory/optional	Mandatory

Learner name:	
Centre no:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
1. Understand the nature and importance of play and leisure	1.1 Describe the benefit of play and leisure and how they contribute to children and young people’s development		
	1.2 Distinguish between play and leisure, and adult-led activities		
	1.3 Outline the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play		
2. Understand own role in relation to the requirements of play and leisure activities	2.1 Describe own role in supporting children and young people’s play and leisure activities		
	2.2 Explain the importance of knowing when to leave children and young people to play or relax uninterrupted		
	2.3 Identify adaptations that can be made to support children and young people with special educational needs and disabilities to participate in the full range of play and leisure opportunities provided		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor Initial and date
3. Understand how to balance risk and challenge with the benefits of the play and leisure opportunity	3.1 Explain the value of risk and challenge in children and young people's play and leisure		
	3.2 Describe why it is essential for children and young people to manage risk and challenge for themselves		

Assessment guidance

Delivery and assessment
2.3 Adaptations that can be made to support participation of children and young people in relation to: <ul style="list-style-type: none"> • the environment • activities • working practice • resources.

<p>Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>
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<p>Assessor sign off of completed unit: STL3C16 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

STL3D16: Support the role of play, leisure and extra-curricular activities for children and young people (K/651/1071) (cont'd)

Assessment task STL3D16: Support the role of play, leisure and extra-curricular activities for children and young people

These sample tasks have been developed to meet the knowledge learning outcomes for this unit.

Task 1 links to learning outcome 1 (AC 1.1, 1.2, 1.3) and learning outcome 2 (AC 2.1, 2.2, 2.3)

As an advocate for children's right to relaxation, leisure and play you want to create an information display board for staff. Within your display board you include the following:

- information on Article 31 from the United Nations Convention on the Rights of the Child (UNCRC)
- clear categorisation, with examples, of what is an adult-led activity and clear distinction between play and leisure including early years versus older children
- how play supports holistic development
- the importance of uninterrupted play and leisure activities

To enhance your display board, you also want to provide some takeaway guidance for staff on how to support children and young people's play and leisure effectively. Create an information leaflet to outline how this can be done and include how to adapt approaches, resources and opportunities to ensure the inclusion of children with special educational needs and disabilities.

Task 2 links to learning outcome 3 (AC 3.1, 3.2)

Scenario

You are on break duty with key stage 2 children. They initiate a game of dodgeball using large sponge balls from the resource trolley. Some of the older children take charge and organise two teams separating the older ones from the younger ones

Reflect on the following questions:

- would you allow this game to go ahead and why?
- what skills do you think the children are going to gain from this risky game?
- why do you feel the children need to be in control of their own risks and challenges involved in this game?

Recommended assessment methods

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

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your External Quality Advisor with full details of your proposed method. It will need formal approval from us before it can be used.

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit. [Grades are not awarded.]

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

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by Tutor/Teacher/Assessor* <ul style="list-style-type: none"> by a Tutor/Teacher/Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles. *NB: for further details please see page 81	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness testimony* <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plans	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence: may include simulation**	Yes	Yes
I	Recognition of prior learning	Yes	Yes

J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by NCFE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

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

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

** **Simulation.** A learner’s portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Assessment strategies and principles relevant to this qualification

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Assessment strategy

Knowledge LOs:

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/ skills LOs:

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Requirements for Assessors and Internal Quality Assurers

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors

Assessors of this qualification should be appropriately qualified to make assessment decisions. Although it isn't a specific requirement of this qualification, we consider it to be good practice for Assessors to hold, or be working towards, a recognised qualification in assessment. Where a recognised qualification isn't held, Assessors should be able to demonstrate relevant and current experience of assessment.

In order to assess knowledge-based units, the Assessor should be occupationally knowledgeable, i.e. have relevant knowledge to assess units designed to test the knowledge and understanding of learners. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

In order to assess competence-based units, the Assessor should be occupationally competent, ie able to carry out the requirements of the units they're assessing. This competence should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

The following are examples of qualifications/roles that tutors/ teachers / assessors may hold to be able to make decisions involving the assessment of learners:

- An assessor qualification such as D32 / D33, A1 /A2 or a Level 3 Award/ Certificate in Assessing Vocationally Related Achievement
- Qualified Teacher Status / Early Years Professional Status
- Certificate in Education in Post Compulsory Education (PCE)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS, DTLLS)

Any examples given are not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment roles. Centres seeking further clarification should contact their External Quality Assurer in the first instance.

Internal Quality Assurance

All staff involved in the internal quality assurance of this qualification should be appropriately qualified to make quality assurance decisions. Although it isn't a specific requirement of this qualification, we consider it to be good practice for internal quality assurance staff to hold, or be working towards, a recognised qualification in internal quality assurance. Where a recognised qualification isn't held, Internal Quality Assurers should be able to demonstrate relevant and current experience of internal quality assurance.

In order to carry out quality assurance of assessment decisions, internal quality assurance staff should be occupationally knowledgeable, i.e. have relevant knowledge across units they'll be quality assuring. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

Examples of relevant qualifications/experience

This section provides examples of relevant qualifications/experience to demonstrate occupational knowledge/competence for Assessors and Internal Quality Assurers. The guidance in this section isn't intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment/internal quality assurance roles.

Examples of relevant qualifications

- Level 5 Diploma in Education and Training (DET)
- Postgraduate Certificate in Education (PGCE).

Examples of occupational experience

- Teacher, lecturer, proven record of experience in a learning environment where supervision of delivery and assessment can be evidenced.

We are not responsible for any complications that arise in the delivery, assessment or internal quality assurance process as a result of internal recruitment and training decisions. Decisions regarding staff recruitment and training should be made at the discretion of Centres. Centres should be aware of their obligations under their Agreement with us to ensure that all staff involved in the delivery, assessment and internal quality assurance of our qualifications are suitably qualified/experienced.



Section 3

Explanation of terms



Explanation of terms

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

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

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



Section 4

Additional information



Additional information

Resource requirements

There are no specific resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

Safeguarding guidance

To support early years settings, the UKCIS Education Working Group has developed two documents to help early years settings managers and staff consider their practice and to take steps to safeguard both children and adults online. To access the documents, please visit:

www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations

Support for centres

Key Facts

This document outlines the key information of this qualification for the centre, learner and employer.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the Qualifications page on the NCFE website for more information and to see what is available for this qualification.

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