SPECIFICATION

IAO Level 3 Certificate in Supporting Teaching and Learning in Schools
Qualification number: 601/7927/2

Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

Active Leisure	**Health and Social Care**
Business and Management	**Hospitality and Catering**
Childcare	**IT**
Employability	**Logistics**
Retail	**Education and Training**

We currently offer over 120 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date
www.innovateawarding.org

This document will be updated if there are any changes so it is important to make sure you are working from the most up-to-date version, which is available to download from our website

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is an Ofqual-regulated Awarding Organisation in England.

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800
Email: contactus@innovateawarding.org

> "*We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications.*"

Qualification summary

Qualification Accreditation Number (QAN)	601/7927/2
Qualification review date	31st December 2019
Guided Learning Hours (GLH)	Minimum 180 hours
Total Qualification Time (TQT)	320 hours
RQF level	3
Qualification credit value	32 credits
Minimum credits at/above level	32 credits
Assessment requirements	Portfolio of Evidence
	This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).
Aims and objectives of the qualification	The aim of the Level 3 Certificate in Supporting Teaching and Learning in Schools is to provide the learner with skills, knowledge and practical teaching skills. It will support the learner within a Teaching Assistant Role and in a school environment. It provides an insight into the principles and processes of supporting and communicating with children, assisting with activities and assessment of their learning whilst gaining a broader insight into schools as organisations.
	The objective of the qualification is to prepare learners for employment and support them in an assistant teaching role within the workplace.
Entry guidance	There are no formal entry requirements for this qualification. It is important that learners have the required language and literacy skills to be able to achieve the qualification and that those registering for the certificates in supporting teaching and learning or the Level 3 certificate have sufficient numeracy skills to be able to support pupils' learning.
	This qualification is suitable for those who work, or who are looking to work within the Education and Teaching sector. It

provides Learners with an opportunity to demonstrate their competence and knowledge in a range of job roles.

Progression opportunities   Learners who achieve this qualification could progress into or within employment within a school setting and/or continue their study in this or other areas.

Funding   For details on eligibility for government funding please refer to the following websites:
http://www.education.gov.uk/section96/
https://www.gov.uk/government/organisations/skills-funding-agency

Innovate Awarding

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative…everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at contactus@innovateawarding.org or call us on 0117 314 2800.

Complaints

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

Equality and Diversity

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website

Please note the above is not a comprehensive guide to running qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.

The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Credit values

Every unit and qualification on the RQF has been given a credit value, which denotes the number of credits that will be awarded to each candidate who successfully completes the unit or qualification.

- **1** credit represents **10** notional learning hours

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours is not the same as guided learning hours (GLH). GLH represents the hours during which a tutor or trainer is present and contributing to the learning process. Notional learning hours represents the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently.

RQF terminology

Whilst the evidence outcomes required from RQF and NVQ units are the same, the RQF units use different terminology to the NVQ units. The assessment criteria for NVQ units are 'what you must do' and 'what you must know' whereas the RQF units are all 'the Learner can' or 'the Learner is able to'.

Rules of Combination (RoC)

Every qualification on the RQF is structured through Rules of Combination. Rules of Combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a Learner to achieve the qualification. Rules of Combination also state what the potential is for Learners who wish to transfer credits between qualifications and awarding bodies.

Skills for Health Assessment Principles for Qualifications that Assess Occupational Competence

Version 2.6

October 2012

1. Introduction

1.1 Skills for Health is the Sector Skills Council (SSC) for the UK health sector.

1.2 This document sets out those principles and approaches to Qualifications and Credit Framework (RQF) unit/qualification assessment not already described in the Regulatory Arrangements for the RQF. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.

1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.

1.4 These principles apply to qualifications and the units therein that assess occupational competence i.e. those under Purpose D.

2. Assessment Principles

2.1 Learners must be registered with the Awarding Organisation before formal assessment commences.

2.2 Assessment decisions for competence based units must be made by an occupationally competent assessor primarily using evidence generated in the workplace during the learners normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment.

2.3 Assessment decisions for competence units must be made by an assessor who meets the requirements set out in the qualification's assessment strategy. Where the Awarding Organisation requires that the assessor holds, or is working toward, a formal RQF qualification, that qualification should be the Level 3 Certificate in Assessing Vocational Achievement. Assessors holding the D32/33 or A1 qualifications are not required to re-qualify. Where an Awarding Organisation does not expect the assessor to hold or be working toward a formal qualification we would expect that Awarding Organisation to ensure that the assessor meets the same standards of assessment practice as set out in the Learning and Development National Occupational Standard 09 Assess learner achievement.

2.4 Competence based units must include direct observation in the workplace as the primary source of evidence.

2.5 Simulation may only be utilised as an assessment method for learning outcomes that start with 'be able to' where this is specified in the assessment requirements of the unit. The use of simulation should be restricted to obtaining evidence where the evidence cannot be

generated through normal work activity. Where this may be the case the use of simulation in the unit assessment strategy will be agreed with Skills for Health.

2.6 Expert witnesses can be used for direct observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

2.7 Assessment decisions for knowledge only units must be made by an assessor qualified to make the assessment decisions as defined in the unit assessment strategy.

3. Internal Quality Assurance

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

3.2 Skills for Health would expect that where the Awarding Organisation requires those responsible for internal quality assurance to hold formal RQF qualifications that these would be the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, as appropriate depending on the role of the individual. Those responsible for internal quality assurance holding the D34 or V1 qualifications are not required to re-qualify. Where an Awarding Organisation does not expect those responsible for internal quality assurance to hold or be working toward a formal RQF qualification we would expect that Awarding Organisation to ensure that those responsible for internal quality assurance meet the standard of practice set out in the Learning and Development National Occupational Standard 11 Internally monitor and maintain the quality of assessment.

4. Definitions

4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competence unit/s they are assessing. Occupational competence must be at unit level which might mean different assessors across a whole qualification. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development. This can be demonstrated through current statutory professional registration.

4.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:

This means that each assessor must hold a relevant qualification or be assessing to the standard specified in the unit/qualification assessment strategy.

4.4 Qualified to make quality assurance decisions:

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:

An expert witness must:

- have a working knowledge of the RQF units on which their expertise is based;
- be occupationally competent in their area of expertise;
- have EITHER a qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

Training and Development Agency for Schools RQF Assessment Principles

1. Introduction

1.1 The Training and Development Agency for Schools (TDA) is the sector body for the school workforce in England. The TDA's vision for qualifications for school support staff was set out in its Sector Qualification Strategy for school support staff which was published in January 2009 after widespread consultation with the sector.

1.2 These Assessment Principles set out the approaches to RQF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework issued by Ofqual. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.

1.3 These principles are derived from those developed by Skills for Care and Development (SfCD). A large number of units covered by the SfCD assessment principles are included in qualifications for the children's workforce in schools to support integrated ways of working and workforce mobility. Consistency of approach in assessment across units developed by different sectors will support awarding organisations to develop clear and fit for purpose assessment methodologies.

1.4 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the RQF arrangements.

1.5 These principles apply to those units developed by the TDA. Units included in qualifications for school based staff that have been developed by other Sector Skills Councils or Sector Bodies will need to be assessed in accordance with any assessment principles and requirements set by those organisations.

2. Assessment Principles

2.1. Assessment decisions for criteria that must be assessed in the workplace, as identified in unit assessment requirements, must be made in a real work environment by an occupationally competent assessor.

2.2 Assessment decisions for criteria that must be assessed in the workplace (competence based assessment criteria) must be made by an assessor with the expertise to make assessment decisions.

2.3 Competence based assessment must include direct observation as the main source of evidence.

2.4 Simulation may only be utilised as an assessment method for competence based assessment criteria where this is specified in the assessment requirements of the unit.

2.5 Expert witnesses can be used for direct observation where:

- they have occupational expertise for specialist areas, or
- the observation is of a particularly sensitive nature.

The use of expert witnesses should be determined and agreed by the assessor.

2.6 Assessment of criteria not identified in the unit assessment requirements as requiring assessment in the workplace may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge based assessment criteria must be made by an occupationally knowledgeable assessor.

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

3. Internal Quality Assurance

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

4. Definitions

4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable:

This means that each assessor should have relevant knowledge and understanding, and be able to assess this in units:

- designed to test specific knowledge and understanding, or
- where knowledge and understanding are components of competency.

This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:

Awarding Organisations must ensure that those making assessment decisions have the necessary expertise to do so, which may include having, or be working towards, appropriate qualifications.

4.4 Qualified to make quality assurance decisions:

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:

An expert witness must:

- have a working knowledge of the RQF units for which they are providing witness testimony
- be occupationally competent in their area of expertise
- have EITHER any qualification that includes assessment of workplace performance AND/OR a professional work role which involves evaluating the everyday practice of staff.

Qualification structure

To achieve a Level 3 Certificate in Supporting Teaching and Learning in Schools, learners must achieve 32 credits to achieve this qualification. All 32 credits must be achieved from Group A.

All 32 credits must be achieved from Group A.

The total Guided Learning Hours (GLH) for this qualification is 180 hours.

The Total Qualification Time (TQT) for this qualification is 320 hours.

Unit Structures

All units are listed below

Mandatory unit

Unit ref	Unit title	Level	Credit value	GLH
A/601/3326	Schools as organisations	3	3	15
A/601/4072	Support assessment for learning	3	4	20
F/601/4073	Support learning activities	3	4	20
A/601/1429	Engage in personal development in health, social care or children's and young people's settings	3	3	10
A/601/4069	Promote children and young people's positive behaviour	3	3	15
D/601/1696	Support Children and Young People's Health and Safety	3	2	15
F/601/3327	Communication and professional relationships with children, young people and adults	3	2	10
H/601/4065	Develop professional relationships with children, young people and adults	3	2	10
M/601/4070	Promote equality, diversity and inclusion in work with children and young people	3	2	10
Y/601/1695	Understand How to Safeguard the Wellbeing of Children and Young People	3	3	25
L/601/1693	Understand Child and Young Person Development	3	4	30

Title:	A/601/3326 Schools as organisations
Level:	3
Credit value:	3
GLH:	15

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the structure of education from early years to post-compulsory education	1.1 Summarise entitlement and provision for early years education 1.2 Explain the characteristics of the different types of schools in relation to educational stage(s) and school governance 1.3 Explain the post 16 options for young people and adults
2. Understand how schools are organised in terms of roles and responsibilities	2.1 Explain the strategic purpose of: • School governors • Senior management team • Other statutory roles e.g. SENCO • Teachers • Support staff roles 2.2 Explain the roles of external professionals who may work with a school e.g. educational psychologist
3. Understand school ethos, mission, aims and values	3.1 Explain how the ethos, mission, aims and values of a school may be reflected in working practices 3.2 Evaluate methods of communicating a school's ethos, mission, aims and values
4. Know about the legislation affecting schools	4.1 Summarise the laws and codes of practice affecting work in schools 4.2 Explain how legislation affects how schools work 4.3 Explain the roles of regulatory bodies relevant to the education sector which exist to monitor and enforce the legislative framework, including: • General bodies such as the Health and Safety Executive • School specific regulatory bodies

5. Understand the purpose of school policies and procedures	5.1 Explain why schools have policies and procedures 5.2 Summarise the policies and procedures schools may have relating to: • Staff • Pupil welfare • Teaching and learning • Equality, diversity and inclusion • Parental engagement 5.3 Evaluate how school policies and procedures may be developed and communicated
6. Understand the wider context in which schools operate	6.1 Summarise the roles and responsibilities of national and local government for education policy and practice 6.2 Explain the role of schools in national policies relating to children, young people and families 6.3 Explain the roles of other organisations working with children and young people and how these may impact on the work of schools

Additional information about this unit	
N/A	
Unit aim (s)	This unit aims to prepare the learner for working in a school. It covers knowledge and understanding of the structure of education, how schools are organised, school ethos, mission, aims and values, legislative and policy frameworks and the wider context in which schools operate.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	SWiS 3.2 Support the ethos, policies and working practices of the school Introductory training materials: • Role and context

Title:	A/601/4072 Support assessment for learning
Level:	3
Credit value:	4
GLH:	20
Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Understand the purpose and characteristics of **assessment for learning**	1.1 Compare and contrast the roles of the teacher and the learning support practitioner in assessment of learners' achievements 1.2 Summarise the difference between formative and summative assessment 1.3 Explain the characteristics of **assessment for learning** 1.4 Explain the importance and benefits of **assessment for learning** 1.5 Explain how **assessment for learning** can contribute to planning for future learning carried out by: • The teacher • The learners • The learning support practitioner
2. Be able to use assessment strategies to promote learning	2.1 Obtain the information required to support **assessment for learning** 2.2 Use clear language and examples to discuss and clarify personalised learning goals and criteria for assessing progress with learners 2.3 Use **assessment opportunities and strategies** to gain information and make judgements about how well learners are participating in activities and the progress they are making 2.4 Provide constructive feedback to learners to help them understand what they have done well and what they need to develop 2.5 Provide opportunities and encouragement for learners to improve upon their work

3. Be able to support learners in reviewing their learning strategies and achievements	3.1 Use information gained from monitoring learner participation and progress to help learners to review their learning strategies, achievements and future learning needs 3.2 Listen carefully to learners and positively encourage them to communicate their needs and ideas for future learning 3.3 Support learners in using peer assessment and self-assessment to evaluate their learning achievements 3.4 Support learners to: • Reflect on their learning • Identify the progress they have made • Identify their emerging learning needs • Identify the strengths and weaknesses of their learning strategies and plan how to improve them
4. Be able to contribute to reviewing **assessment for learning**	4.1 Provide feedback to the teacher on: • Learner participation and progress in the learning activities • Learners' engagement in and response to **assessment for learning** • Learners' progress in taking responsibility for their own learning 4.2 Use the outcomes of **assessment for learning** to reflect on and improve own contribution to supporting learning

Additional information about this unit

Assessment for learning involves using assessment, as part of teaching and learning, in ways that will raise learners' achievement.

Information required to support **assessment for learning**:

- The learning objectives for the activities
- The personalised learning goals for individual learners
- The success criteria for the learning activities
- The **assessment opportunities and strategies** relevant to own role in the learning activities

Personalised learning goals will reflect the learning objectives of activities and take account of the past achievements and current learning needs of individual learners.

Assessment opportunities and strategies are the occasions, approaches and techniques used for ongoing 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 to 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

Unit aim (s)	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.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1 and 4.2 must be assessed in the workplace.
Details of the relationship of the unit and relevant national occupational standards	STL30 Contribute to assessment for learning

Title:	F/601/4073 Support Learning Activities
Level:	3
Credit value:	4
GLH:	20

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to contribute to planning learning activities	1.1 Explain how a learning support practitioner may contribute to the planning, delivery and review of learning activities 1.2 Evaluate own strengths and weaknesses in relation to supporting **learning activities** and how these may impact on the support that can be provided 1.3 Use knowledge of the learners and curriculum to contribute to the teacher's planning 1.4 Offer constructive suggestions for own role in supporting planned learning activities 1.5 Identify and obtain the information required to support learning activities
2. Be able to prepare for learning activities	2.1 Select and prepare the **resources** required for the planned learning activities 2.2 Develop and adapt **resources** to meet the needs of learners 2.3 Ensure the learning environment meets relevant health, safety, security and access requirements
3. Be able to support learning activities	3.1 Select and demonstrate **learning support strategies** to meet the needs of learners 3.2 Explain how **social organisation and relationships** may affect the learning process 3.3 Give attention to learners in a way that balances the needs of individuals and the group as a whole 3.4 Demonstrate ways of encouraging learners to take responsibility for their own learning

	3.5 Demonstrate ways of supporting learners to develop: • Literacy skills • Numeracy skills • ICT skills • Problem solving skills 3.6 Explain the sorts of **problems** that might occur when supporting **learning activities** and how to deal with these
4. Be able to observe and report on learner participation and progress	4.1 Apply skills and techniques for monitoring learners' response to learning activities 4.2 Assess how well learners are participating in activities and the progress they are making 4.3 Record observations and assessments of learner participation and progress in the required format
5. Be able to contribute to the evaluation of learning activities	5.1 Explain the importance of evaluating learning activities 5.2 Use the outcomes of observations and assessments to: • Provide feedback to learners on progress made • Provide the teacher with constructive feedback on the learning activities • Provide the teacher with feedback on learners' participation and progress • Reflect on and improve own practice in supporting learning activities
6. Be able to evaluate own practice in relation to supporting literacy, numeracy and ICT	6.1 Evaluate how own knowledge, understanding and skills in literacy, numeracy and ICT impact on practice 6.2 Develop a plan for improving own knowledge, understanding and skills in literacy, numeracy and ICT

Additional information about this unit

Information required to support **learning activities** includes:

- Relevant school curriculum and age-related expectations of learners
- The teaching and learning objectives
- The learning **resources** required
- Own role in supporting the learning activities

- Any additional needs of the children or young people involved

Resources to support **learning activities** including:

- Materials
- Equipment (including ICT)
- Software
- Books and other written materials

Learning support strategies to support the needs of learners, for example:

- Creating a positive learning environment
- Managing behaviour
- Encouraging group cohesion and collaborative learning
- Prompting shy or reticent learners to ask questions and check understanding
- Translating or explaining words and phrases
- Reminding learners of teaching points made by the teacher
- Modelling correct use of language and vocabulary
- Ensuring learners understand the learning tasks
- Helping learners to use **resources** relevant to the learning activity
- Providing individual attention, reassurance and help with learning tasks as appropriate to learners' needs
- Modifying or adapting activities

Social organisation and relationships, for example:

- Learner grouping
- Group development
- Group dynamics
- The way adults interact and respond to learners

Problems relating to:

- The learning activities
- The learning **resources**
- The learning environment
- The learners
- Assessment

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

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3 and 5.2 must be assessed in the workplace.
Details of the relationship of the unit and relevant national occupational standards	STL18 Support pupils' learning activities STL8 Use information and communication technology to support pupils' learning STL29 Observe and promote pupil performance and development Introductory materials for teaching assistants: • Role and context • Literacy • Mathematics • Information and communication technology

Title:	A/601/1429 Engage in personal development in health, social care or children's and young people's settings
Level:	3
Credit value:	3
GLH:	10

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own work role 1.2 Explain expectations about own work role as expressed in relevant standards
2. Be able to reflect on practice	2.1 Explain the importance of reflective practice in continuously improving the quality of service provided 2.2 Demonstrate the ability to reflect on practice 2.3 Describe how own values, belief systems and experiences may affect working practice
3. Be able to evaluate own performance	3.1 Evaluate own knowledge, performance and understanding against relevant standards 3.2 Demonstrate use of feedback to evaluate own performance and inform development
4. Be able to agree a personal development plan	4.1 Identify sources of support for planning and reviewing own development 4.2 Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities 4.3 Demonstrate how to work with others to agree own personal development plan
5. Be able to use learning opportunities and reflective practice to contribute to personal development	5.1 Evaluate how learning activities have affected practice 5.2 Demonstrate how reflective practice has led to improved ways of working 5.3 Show how to record progress in relation to personal development

Additional information about this unit	
N/A	
Unit aim (s)	This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit considers personal development and reflective practice, which are both fundamental to such roles.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Assessment of this unit must adhere to the requirements of Skills for Care and Development /Skills for Health assessment strategy.
Details of the relationship of the unit and relevant national occupational standards	CCLD 304 GCU 6 GEN 12 GEN 13 HSC 33 Themes recur as knowledge requirements, performance criteria and core values throughout HSC NOS

Title:	**A/601/4069 Promote children and young people's positive behaviour**
Level:	**3**
Credit value:	**3**
GLH:	**15**
Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Understand **policies and procedures** for promoting children and young people's positive behaviour	1.1. Summarise the **policies and procedures** of the setting relevant to promoting children and young people's positive behaviour 1.2. Evaluate how the **policies and procedures** of the setting support children and young people to: • Feel safe • Make a positive contribution • Develop social and emotional skills • Understand expectations and limits 1.3. Explain the benefits of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the **policies and procedures** of the setting
2. Be able to promote positive behaviour	2.1. Explain the benefits of actively promoting positive aspects of behaviour 2.2. Demonstrate ways of establishing ground rules with children and young people which underpin appropriate behaviour and respect for others 2.3. Demonstrate strategies for promoting positive behaviour according to the **policies and procedures** of the setting 2.4. Demonstrate realistic, consistent and supportive responses to children and young people's behaviour 2.5. Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting

3. Be able to manage inappropriate behaviour	3.1. Demonstrate strategies for minimising disruption through **inappropriate behaviour** of children and young people
	3.2. Demonstrate strategies for managing **inappropriate behaviour** according to the **policies and procedures** of the setting
	3.3. Apply rules and boundaries consistently and fairly, according to the age, needs and abilities of children and young people
	3.4. Provide support for colleagues to deal with **inappropriate behaviour** of children and young people
	3.5. Explain the sorts of behaviour or discipline problems that should be referred to others and to whom these should be referred
4. Be able to respond to **challenging behaviour**	4.1. Recognise patterns and triggers which may lead to inappropriate behavioural responses and take action to pre-empt, divert or diffuse potential flash points
	4.2. Use agreed strategies for dealing with **challenging behaviour** according to the **policies and procedures** of the setting
	4.3. Assess and manage risks to own and others' safety when dealing with **challenging behaviour**
	4.4. Support children, young people and colleagues to identify the situations and circumstances which trigger inappropriate behavioural responses and ways of avoiding these from happening
	4.5. Recognise and take immediate action to deal with any bullying, harassment or oppressive behaviour according to the **policies and procedures** of the setting
5. Be able to contribute to reviews of behaviour and behaviour policies	5.1. Demonstrate ways of supporting children and young people to review their behaviour and the impact of this on others, themselves and their environment
	5.2. Demonstrate ways of supporting children and young people with behavioural difficulties to identify and agree behaviour targets
	5.3. Use own knowledge of promoting positive behaviour to contribute to reviews of behaviour policies, including bullying, attendance and the effectiveness of rewards and sanctions

	5.4. Provide clear and considered feedback on the effectiveness of behaviour management strategies to inform policy review and development

Additional information about this unit

Policies and procedures of the setting relevant to promoting positive behaviour e.g.:

- Behaviour policy
- Code of conduct
- Rewards and sanctions
- Dealing with conflict and inappropriate behaviour
- Anti-bullying
- Attendance

Inappropriate behaviour 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.

Challenging behaviour may involve:

- Verbal abuse (e.g. racist comments, threats, bullying others)
- Physical abuse (such as assault of others, damaging property)
- Behaviour which is destructive to the child/young person
- Behaviour which is illegal

Unit aim (s)	This unit provides the knowledge, understanding and skills required to promote children and young people's positive behaviour. It requires demonstration of competence in promoting positive behaviour, managing **inappropriate behaviour**, dealing with **challenging behaviour** and contributing to reviews of behaviour and behaviour policies.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3 and 5.4 must be assessed in the workplace.

Details of the relationship of the unit and relevant national occupational standards	STL19 Promote positive behaviour STL37 Contribute to the prevention and management of challenging behaviour in children and young people (HSC326) Introductory training materials: • Promoting positive behaviour

Title:	D/601/1696 Support Children and Young People's Health and Safety
Level:	3
Credit value:	2
GLH:	15
Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Understand how to plan and provide environments and services that support children and young people's health and safety	1.1. Describe the factors to take into account when planning healthy and safe indoor and outdoor environments and services 1.2. Explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely 1.3. Identify sources of current guidance for planning healthy and safe environments and services 1.4. Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service
2. Be able to recognise and manage risks to health, safety and security in a work setting or off site visits	2.1. Demonstrate how to identify potential hazards to the health, safety and security of children or young people, families and other visitors and colleagues 2.2. Demonstrate ability to deal with hazards in the work setting or in off site visits 2.3. Undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk 2.4. Explain how health and safety risk assessments are monitored and reviewed
3. Understand how to support children and young people to assess and manage risk for themselves	3.1. Explain why it is important to take a balanced approach to risk management 3.2. Explain the dilemma between the rights and choices of children and young people and health and safety requirements

	3.3. Give example from own practice of supporting children or young people to assess and manage risk
4. Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits	4.1. Explain the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness 4.2. Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies

Additional information about this unit	
N/A	
Unit aim (s)	This unit provides the knowledge, understanding and skills required to support children and young people's health and safety. It requires a demonstration of competence in recognising hazards and undertaking risk assessments in the work setting.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Assessment of Learning Outcome 2 must take place in a real work environment. Simulation is not permitted. Unit should be assessed in line with the Skills for Care and Development RQF Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	CCLD 302: Develop and maintain a healthy, safe and secure environment for children HSC 32: Promote, monitor and maintain health, safety and security in the working environment LDSS Unit 2: Ensure your own actions reduce risk to health and safety CWDC Training, support and development standards for Foster care Standard 3: Understand health and safety, and healthy care UK Codes of Practice for Social Care Workers

Title:	F/601/3327 Communication and professional relationships with children, young people and adults
Level:	3
Credit value:	2
GLH:	10
Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Understand the principles of developing positive relationships with children, young people and adults	1.1. Explain why effective communication is important in developing positive relationships with children, young people and adults 1.2. Explain the principles of relationship building with children, young people and adults 1.3. Explain how different social, professional and cultural contexts may affect relationships and the way people communicate
2. Understand how to communicate with children, young people and adults	2.1. Explain the skills needed to communicate with children and young people 2.2. Explain how to adapt communication with children and young people for: • The age of the child or young person • The context of the communication • Communication differences 2.3. Explain the main differences between communicating with adults and communicating with children and young people 2.4. Explain how to adapt communication to meet different communication needs of adults 2.5. Explain how to manage disagreements with children, young people and adults
3. Understand legislation, policies and procedures for confidentiality and sharing information, including data protection	3.1. Summarise the main points of legislation and procedures covering confidentiality, data protection and the disclosure of information

	3.2. Explain the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this 3.3. Justify the kinds of situation when confidentiality protocols must be breached
Additional information about this unit	
Unit aim (s)	This unit provides the knowledge and understanding which underpins effective communication and professional relationships with children, young people and adults.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	STL20 Develop and promote positive relationships (CCLD 301) Introductory training materials: • Promoting positive behaviour

Title:	H/601/4065 Develop professional relationships with children, young people and adults
Level:	3
Credit value:	2
GLH:	10
Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Be able to develop professional relationships with children and young people	1.1. Demonstrate how to establish rapport and respectful, trusting relationships with children and young people 1.2. Demonstrate supportive and realistic responses to children and young people's questions, ideas, suggestions and concerns 1.3. Demonstrate how to support children and young people in making choices for themselves 1.4. Give attention to individual children and young people in a way that is fair to them and the group as a whole
2. Be able to communicate with children and young people	2.1. Use different **forms of communication** to meet the needs of children and young people 2.2. Demonstrate how to adapt communication with children and young people for: • The age and stage of development of the child or young person • The context of the communication • **Communication differences** 2.3. Demonstrate **strategies and techniques** to promote understanding and trust in communication with children and young people

3. Be able to develop professional relationships with adults	3.1. Demonstrate how to establish rapport and professional relationships with adults 3.2. Demonstrate how to adapt communication with adults for: • Cultural and social differences • The context of the communication • **Communication differences** 3.3. Demonstrate **strategies and techniques** to promote understanding and trust in communication with adults 3.4. Use skills and techniques to resolve misunderstandings and conflicts constructively 3.5. Explain when and how to refer other adults to further sources of information, advice or support
4. Be able to support children and young people in developing relationships	4.1. Demonstrate ways of helping children and young people to understand the value and importance of positive relationships with others 4.2. Provide an effective role model in own relationships with children, young people and adults 4.3. Use appropriate strategies for encouraging and supporting children and young people to understand and respect other people's: • Individuality, diversity and differences • Feelings and points of view 4.4. Demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves 4.5. Provide encouragement and support for other adults in the setting to have positive relationships with children and young people
5. Be able to comply with policies and procedures for confidentiality, sharing information and data protection	5.1. Apply the setting's policies and procedures for: • Sharing information • Confidentiality • Data protection 5.2. Demonstrate how to report and record information formally and informally in the appropriate way for the audience concerned

Additional information about this unit

Forms of communication e.g.:

- Spoken language
- Play
- Body language
- Sign language

Communication differences between individuals which may create barriers to effective communication between them e.g.:

- Language
- Sensory impairment
- Speech, language or communication impairment
- Cognitive abilities
- Emotional state
- Cultural differences

Strategies and techniques to promote understanding and trust in communication, e.g.:

- Active listening
- Avoiding assumptions
- Using questions to clarify and check understanding
- Summarising and confirming key points

Unit aim (s)	This unit covers the competence required to develop professional relationships with children, young people and adults.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with the TDA assessment principles. All assessment criteria other than 3.5 must be assessed in the workplace.
Details of the relationship of the unit and relevant national occupational standards	STL20 Develop and promote positive relationships (CCLD 301) Introductory training materials: • Promoting positive behaviour

Title:	M/601/4070 Promote equality, diversity and inclusion in work with children and young people
Level:	3
Credit value:	2
GLH:	10
Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Be able to promote equality and diversity in work with children and young people	1.1. Identify the current legislation and codes of practice relevant to the promotion of equality and valuing of diversity 1.2. Explain the importance of promoting the rights of all children and young people to **participation** and **equality of access** 1.3. Explain the importance and benefits of valuing and promoting cultural diversity in work with children and young people 1.4. Interact with children and young people in a way that values diversity and respects cultural, religious and ethnic differences 1.5. Demonstrate ways of applying the principles of equality, diversity and **anti-discriminatory practice** in own work with children and young people
2. Understand the impact of prejudice and discrimination on children and young people	2.1. Explain ways in which children and young people can experience prejudice and discrimination 2.2. Analyse the impact of prejudice and discrimination on children and young people 2.3. Evaluate how own attitudes, values and behaviour could impact on work with children and young people 2.4. Explain how to promote **anti-discriminatory practice** in work with children and young people 2.5. Explain how to challenge discrimination
3. Be able to support **inclusion** and inclusive practices in work with children and young people	3.1. Explain what is meant by **inclusion** and inclusive practices

| | 3.2. Identify barriers to children and young people's **participation** |
| | 3.3. Demonstrate ways of supporting **inclusion** and inclusive practices in own work with children and young people |

Additional information about this unit
Participation involves:
• Asking children and young people what works, what doesn't work and what could work better; and involving them in the design, delivery and evaluation of services, on an ongoing basis.
Equality of access:
• Ensuring that discriminatory barriers to access are removed and allowing for children and young peoples' individual needs
Anti-discriminatory practice:
• Taking positive action to counter discrimination. This will involve identifying and challenging discrimination and being positive in own practice about differences and similarities between people
Inclusion:
• A process of identifying, understanding and breaking down barriers to **participation** and belonging.

Unit aim (s)	This unit provides the knowledge, understanding and skills needed to promote equality, diversity and **inclusion** in work with children and young people. It requires demonstration of competence in promoting equality and diversity and supporting **inclusion**.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 1.4, 1.5 and 3.3 must be assessed in the workplace.
Details of the relationship of the unit and relevant national occupational standards	STL18 Support pupils' learning activities STL23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacher

| | STL38 Support children with disabilities or special educational needs and their families (CCLD 321)

STL35 Support bilingual/multilingual pupils

STL36 Provide bilingual/multilingual support for teaching and learning

Introductory training materials:
- Inclusion modules |
| --- | --- |

Title:	Y/601/1695 Understand How to Safeguard the Wellbeing of Children and Young People
Level:	3
Credit value:	3
GLH:	25
Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people	1.1. Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people 1.2. Explain child protection within the wider concept of safeguarding children and young people 1.3. Analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people 1.4. Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice 1.5. Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing
2. Understand the importance of working in partnership with other organisations to safeguard children and young people	2.1. Explain the importance of safeguarding children and young people 2.2. Explain the importance of a child or young person centred approach 2.3. Explain what is meant by partnership working in the context of safeguarding 2.4. Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed
3. Understand the importance of ensuring children and young people's safety and protection in the work setting	3.1. Explain why it is important to ensure children and young people are protected from harm within the work setting

		3.2. Explain policies and procedures that are in place to protect children and young people and adults who work with them
		3.3. Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistle blowers and those whose practice or behaviour is being questioned are protected
		3.4. Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits
4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed		4.1. Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
		4.2. Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting
		4.3. Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged
5. Understand how to respond to evidence or concerns that a child or young person has been bullied		5.1. Explain different types of bullying and the potential effects on children and young people
		5.2. Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place
		5.3. Explain how to support a child or young person and/or their family when bullying is suspected or alleged
6. Understand how to work with children and young people to support their safety and wellbeing		6.1. Explain how to support children and young people's self-confidence and self-esteem
		6.2. Analyse the importance of supporting resilience in children and young people
		6.3. Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety
		6.4. Explain ways of empowering children and young people to make positive and informed choices that support their wellbeing and safety

7. Understand the importance of e-safety for children and young people	7.1. Explain the risks and possible consequences for children and young people of being online and of using a mobile phone 7.2. Describe ways of reducing risk to children and young people from: • Social networking • Internet use • Buying online • Using a mobile phone
Additional information about this unit N/A	
Unit aim (s)	This unit provides the knowledge and understanding required to support the safeguarding of children and young people. The unit contains material on e-safety.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Unit should be assessed in line with the Skills for Care and Development RQF Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	CCLD 305: Protect and promote children's rights LDSS NOS Unit 1: Contribute to the protection of children and young people from abuse HSC 34: Promote the well-being and protection of children and young people CWDC Training, support and development standards for Foster care. Standard 6: Safeguard children and young people UK Codes of Practice for Social Care Workers

Title:	L/601/1693 Understand Child and Young Person Development
Level:	3
Credit value:	4
GLH:	30

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

4. Understand the importance of early intervention to support the speech, language and communication needs of children and young people	4.1. Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition
	4.2. Explain how multi agency teams work together to support speech, language and communication
	4.3. Explain how play and activities are used to support the development of speech, language and communication
5. Understand the potential effects of transitions on children and young people's development	5.1. Explain how different types of transitions can affect children and young people's development
	5.2. Evaluate the effect on children and young people of having positive relationships during periods of transition

Additional information about this unit	
N/A	

Unit aim (s)	This unit provides knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. It also includes actions taken when differences in development are identified and the potential effects of transitions on children and young people's development.
Assessment requirements specified by a sector or regulatory body (if appropriate)	Unit should be assessed in line with the Skills for Care and Development RQF Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	CCLD 303: Promote children's development HSC 36: Contribute to the assessment of children and young peoples' needs and the development of care plans CWDC Training, Support and Development Standards for Foster Care. Standard 5: Understand the development of children and young people