Training Qualifications UK

Qualification Specification

TQUK Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

Qualification Number: 601/4423/3

Version V11

Contents

Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
10	Rebranded the specification.
11	Unit Y/601/8338 on page 90: Unit contained duplicated learning outcomes and assessment criteria, amended to show the correct content.
	Unit Y/601/1695 on page 24: AC3.1 was incomplete, amended as follows:
	Previous AC: Explain why it is important to ensure children and young people are protected from harm within the
	New AC: Explain why it is important to ensure children and young people are protected from harm within the work setting.
	Minor updates to spelling, grammar and formatting throughout the document.

Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications that are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications.

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our website for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

Each qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our website.

Qualification specifications can also be found on our website. If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

The Qualification

The TQUK Level 3 Diploma in Specialist Support for Teaching and Learning in Schools (RQF) is regulated by Ofqual.

Qualification Purpose

The TQUK Level 3 Diploma in Specialist Support for Teaching and Learning in Schools (RQF) to develop the knowledge and competence of learning support staff whose working role is in a specialist area and/or across a varied range of responsibilities.

Learners will be working under the direction of a teacher who has overall responsibility for teaching and learning in the classroom. They will contribute to planning, implementing and evaluating learning activities and will work alongside the teacher to support whole class activities, as well as working on their own with individual, or groups of, pupils. Job titles may include: teaching assistant; classroom assistant; learning support assistant; additional needs assistant; pastoral/welfare support assistant; bilingual support assistant; foundation stage assistant; learning guide; learning coach; induction mentor; team leader.

The TQUK Level 3 Diploma in Specialist Support for Teaching and Learning in Schools (RQF) can be used as the combined knowledge and competence component of the Advanced Level Apprenticeship in Supporting Teaching and Learning in Schools.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent.

The qualification is suitable for learners of 16 years of age and above.

Progression

Successful learners can progress to employment within primary, special and secondary schools in both the state and independent sectors where there are opportunities to take on a wider range of responsibilities or to move into other roles across the wider children's workforce e.g. child care, play work or youth work. Specialist roles may be applicable, dependent on the specialist optional units taken.

Learners can also progress to other qualifications such as:

- TQUK Level 3 Diploma for the Children's and Young People's Workforce
- TQUK Level 3 Diploma for Early Years Care and Education (Early Years Educator)
- TQUK Level 4 Award for Higher Level Teaching Assistants
- TQUK Level 4 Diploma for Higher Level Teaching Assistants
- Foundation degree e.g. for teaching assistants or supporting teaching and learning

- Training and/or assessment against the Higher Level Teaching Assistant professional standards to achieve HLTA status
- Level 4 qualifications in a relevant area
- Early years sector endorsed foundation degree

Structure

The learner must achieve 44 credits to achieve this qualification. 32 credits must be achieved from Group A and further 12 credits from Group B. A total of 40 credits must be achieved at or above Level 3.

Mandatory units

Title	Unit ref.	Level	Guided learning hours	Credit value
Promote children and young people's positive behaviour	A/601/4069	3	15	3
Support children and young people's health and safety.	D/601/1696	3	15	2
Communication and professional relationships with children, young people and adults	F/601/3327	3	10	2
Develop professional relationships with children, young people and adults	H/601/4065	3	10	2
Promote equality, diversity and inclusion in work with children and young people	M/601/4070	3	10	2
Understand how to safeguard the wellbeing of children and young people.	Y/601/1695	3	25	3
Support learning activities	F/601/4073	3	20	4
Schools as organisations	A/601/3326	3	15	3
Support assessment for learning	A/601/4072	3	20	4
Engage in personal development in health, social care or children's and young people's settings	A/601/1429	3	10	3
Understand child and young person development	L/601/1693	3	30	4

Optional units

B1 (Supporting learning)

Title	Unit ref.	Level	Guided learning hours	Credit value
Support numeracy development	A/601/7716	3	18	3
Support delivery of the 14 – 19 curriculum	F/601/7720	3	15	3
Support teaching and learning in a curriculum area	J/601/7718	3	12	3
Provide literacy and numeracy support	L/601/7722	3	16	3
Plan and deliver learning activities under the direction of a teacher	D/601/7711	3	21	4
Support literacy development	M/601/7714	3	18	3
Support gifted and talented learners	R/601/7723	3	21	4
Support children's speech, language and communication.	T/600/9789	3	30	4

B2 (English as an additional language)

Title	Unit ref.	Level	Guided learning hours	Credit value
Provide bilingual support for teaching and learning	D/601/7725	3	32	6
Support bilingual learners	Y/601/7724	3	23	4

B3 (Special educational needs)

Title	Unit ref.	Level	Guided learning hours	Credit value
Support disabled children and young people and those with special educational needs	H/601/7726	3	24	5
Support learners with communication and interaction needs	K/601/8134	3	21	4
Support learners with cognition and learning needs	M/601/8121	3	21	4
Support learners with sensory and/or physical needs	M/601/8135	3	21	4
Support children and young people with behaviour, emotional and social development needs	Y/601/7707	3	25	4
Support individuals to meet personal care needs	F/601/8060	2	16	2

B4 (Providing pastoral support)

Title	Unit ref.	Level	Guided learning hours	Credit value
Support children and young people to achieve their education potential	D/600/9785	3	30	4
Support children and young people during transitions in their lives	D/601/8325	3	18	4
Support young people in relation to sexual health and risk of pregnancy	F/502/5242	3	10	2
Support children and young people to make positive changes in their lives	M/600/9788	3	27	4
Support young people to develop, implement and review a plan of action	M/601/1329	3	25	3
Support young people who are socially excluded or excluded from school	R/502/5231	3	10	2
Promote the wellbeing and resilience of children and young people	F/600/9780	3	30	4
Develop interviewing skills for work with children and young people	L/601/1337	3	21	3
Improving the attendance of children and young people in statutory education	M/601/1377	3	40	5
Facilitate the learning and development of children and young people through mentoring	T/601/1381	3	30	4
Provide information and advice to children and young people	A/601/1334	3	22	3

B5 (Supporting the wider work of the school)

Title	Unit ref.	Level	Guided learning hours	Credit value
Organise travel for children and young people	H/601/8357	3	12	2
Supervise children and young people on journeys, visits and activities outside of the setting	H/601/8360	3	15	3
Monitor and maintain curriculum resources	D/601/8342	3	14	3
Invigilate tests and examinations	Y/601/7416	3	19	3
Maintain learner records	Y/601/8338	3	12	3
Assist in the administration of medication	A/601/9420	2	25	4
Lead an extra- curricular activity	A/601/8333	3	16	3
Work in partnership with parents to engage them with their children's learning and development in school	A/602/1846	3	31	6

B6 (Working with colleagues)

Title	Unit ref.	Level	Guided learning hours	Credit value
Team working	A/501/5163	3	23	3
Work with other practitioners to support children and young people	R/601/8368	3	15	3
Plan, allocate and monitor work of a team	Y/600/9669	3	25	5
Provide leadership and direction for own area of responsibility	T/600/9601	4	30	5
Set objectives and provide support for team members	M/600/9600	3	35	5
Support learning and development within own area of responsibility	M/600/9676	4	25	5

Barred combinations

This unit	Is barred against
Provide leadership and direction for own area of responsibility T/600/9601	Set objectives and provide support for team members M/600/9600

Guided Learning Hours

These hours are made up of all contact time, guidance, or supervision of a learner by a lecturer, supervisor, tutor, trainer, or other appropriate provider of education or training.

GLH for this qualification is 232 hours.

Directed Study Requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 208 hours over the cycle of the programme.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

The total Qualification Time for this qualification is 440 hours.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

All learning outcomes which assess knowledge and understanding (usually beginning with 'understand' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, workbooks, or other portfolio evidence.

Materials for internal assessment must be submitted to TQUK for approval before use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Each unit within the qualification may have its own assessment requirements, assessment guidance and range.

- **Assessment requirements** are conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criterion.
- **Assessment guidance** are areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria but are not mandatory.
- **Useful Websites** are resources that could be used by centres for the delivery of the qualification and by learners to support them with the completion of the unit.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer of the level of the learner's current knowledge and/or skills and any additional specific support requirements the learner may need.

The initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to TQUK qualifications.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure, when developing or sourcing delivery materials, that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor, and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- A higher-level qualification in the same subject area as the qualification approval request
- Experience of the delivery/assessment/IQA of the qualification requested
- Work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the qualifications they assess, or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will comprise a scheduled face-to-face or remote quality assurance activity where the EQA will review the centre's policies and procedures, speak with centre staff, and conduct the sampling of learner work.

Useful Websites

- [Office of Qualifications and Examinations Regulation](#)
- [Register of Regulated Qualifications](#)

For further details regarding approval and funding eligibility please refer to the following websites:

- [Education & Skills Funding Agency for public funding information for 14+ learners in England](#)
- [Learning Aim Reference Service (LARS)](#) .

Mandatory Units

Title:	Promote children and young people's positive behaviour
Unit reference number:	A/601/4069
Level:	3
Credit value:	3
Guided learning hours:	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: a) feel safe b) make a positive contribution c) develop social and emotional skills d) 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.

Assessment requirements:
None.
Assessment guidance:
None.

Title:	Support children and young people's health and safety
Unit reference number:	D/601/1696
Level:	3
Credit value:	2
Guided learning hours:	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.

Assessment requirements:
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 Assessment Principles.
Assessment guidance:
None.

Title:	Communication and professional relationships with children, young people and adults		
Unit reference number:	F/601/3327		
Level:	3		
Credit value:	2		
Guided learning hours:	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: a) the age of the child or young person b) the context of the communication c) 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

Assessment requirements:
None.
Assessment guidance:
None.

Title:	Develop professional relationships with children, young people and adults.
Unit reference number:	H/601/4065
Level:	3
Credit value:	2
Guided learning hours:	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: a) the age and stage of development of the child or young person b) the context of the communication c) communication differences.
		2.3	Demonstrate strategies and techniques to promote understanding and trust in communication with children and young people.
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: a) cultural and social differences b) the context of the communication c) 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: a) individuality, diversity and differences b) 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: a) sharing information b) confidentiality c) data protection
		5.2	Demonstrate how to report and record information formally and informally in the appropriate way for the audience concerned.

Assessment requirements:

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.

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

Title:	Promote equality, diversity and inclusion in work with children and young people
Unit reference number:	M/601/4070
Level:	3
Credit value:	2
Guided learning hours:	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.

Assessment requirements:
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.

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 people's 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.

Title:	Understand how to safeguard the wellbeing of children and young people
Unit reference number:	Y/601/1695
Level:	3
Credit value:	3
Guided learning hours:	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 whistleblowers and those whose practice or behaviour is being questioned are protected.
		3.4	Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits.
4.	Understand how to respond to evidence or concerns that a child or young person has been abused or harmed.	4.1	Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding.
		4.2	Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting.

		4.3	Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged.
5.	Understand how to respond to evidence or concerns that a child or young person has been bullied.	5.1	Explain different types of bullying and the potential effects on children and young people.
		5.2	Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place.
		5.3	Explain how to support a child or young person and/or their family when bullying is suspected or alleged.
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.
Assessment requirements: Unit should be assessed in line with the Skills for Care and Development Assessment Principles.			

Title:		Support learning activities
Unit reference number:		F/601/4073
Level:		3
Credit value:		4
Guided learning hours:		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:
			   a) literacy skills
			   b) numeracy skills
			   c) ICT skills
			   d) 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.		5.1	Explain the importance of evaluating learning activities.

	Be able to contribute to the evaluation of learning activities.	5.2	Use the outcomes of observations and assessments to: a) provide feedback to learners on progress made b) provide the teacher with constructive feedback on the learning activities c) provide the teacher with feedback on learners' participation and progress d) 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.

Assessment requirements:

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. 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.

Title:	Schools as organisations
Unit reference number:	A/601/3326
Level:	3
Credit value:	3
Guided learning hours:	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: a) school governors b) senior management team c) other statutory roles such as SENCO d) teachers e) 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: a) general bodies such as the Health and Safety Executive b) school specific regulatory bodies.
5.	Understand the purpose of school policies and procedures	5.1	Explain why schools have policies and procedures
		5.2	Summarise the policies and procedures schools may have related to: a) staff b) pupil welfare c) teaching and learning d) equality, diversity and inclusion e) 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.
Assessment requirements: None.			

Title:		Support assessment for learning	
Unit reference number:		A/601/4072	
Level:		3	
Credit value:		4	
Guided learning hours:		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: a) the teacher b) the learners c) 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: a) reflect on their learning b) identify the progress they have made c) identify their emerging learning needs d) identify the strengths and weaknesses of their learning strategies and plan how to improve them.
4.		4.1	Provide feedback to the teacher on: a) learner participation and progress in the

	Be able to contribute to reviewing assessment for learning.			learning activities
			b)	learners' engagement in and response to assessment for learning
			c)	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.

Assessment requirements:

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.

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.

Title:	Engage in personal development in health, social care or children's and young people's settings
Unit reference number:	A/601/1429
Level:	3
Credit value:	3
Guided learning hours:	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.

Assessment requirements:

Assessment of this unit must adhere to the requirements of Skills for Care and Development /Skills for Health assessment strategy.

Title:	Understand child and young person development
Unit reference number:	L/601/1693
Level:	3
Credit value:	4
Guided learning hours:	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.

Assessment requirements:
Unit should be assessed in line with the Skills for Care and Development Assessment Principles.

Optional Units – B1 (Supporting learning)

Title:	Support numeracy development
Unit reference number:	A/601/7716
Level:	3
Credit value:	3
Guided learning hours:	18

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand current national and organisational frameworks for mathematics.	1.1	Explain the aims and importance of learning provision for numeracy development.
		1.2	Summarise the national curriculum framework for mathematics including age-related expectations of learners as relevant to the setting.
		1.3	Summarise the organisation's policy and curriculum framework for mathematics.
		1.4	Explain the teacher's programme and plans for mathematics teaching and learning.
2.	Be able to support learners in developing numeracy skills.	2.1	Use a range of strategies for supporting learners to develop numeracy skills.
		2.2	Select and use support strategies to meet the individual needs and learning targets of learners.
3.	Be able to support learners in using and applying mathematics.	3.1	Use a range of strategies for supporting learners to use and apply mathematics to solve problems.
		3.2	Select and use support strategies to meet the individual needs and learning targets of learners.
		3.3	Encourage learners to pursue their own lines of enquiry and find their own solutions to mathematical problems.

Assessment requirements:

Numeracy:

A proficiency which involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams and tables.

Strategies for supporting learners to develop numeracy skills and to use and apply mathematics, e.g.:
- helping learners to interpret and follow instructions
- reminding learners of teaching points made by the teacher
- questioning and prompting learners
- helping learners to select and use appropriate mathematical resources, e.g. number lines, measuring instruments, games, computer software and learning programmes
- explaining and reinforcing correct use of mathematical vocabulary
- using praise, commentary and assistance to encourage learners to stay on task
- introducing follow-on tasks to reinforce and extend learning, e.g. problem-solving tasks, mathematical games, puzzles.

Numeracy skills cover the skills needed to use and apply mathematics including:

- counting and understanding number
- knowing and using number facts
- calculating
- understanding shape
- measuring
- handling data.

Using and applying mathematics: problem solving or pursuing a line of enquiry that involves representing ideas using numbers, symbols or diagrams, reasoning, and predicting and communicating results orally or in writing.

Title:	Support delivery of the 14-19 curriculum
Unit reference number:	F/601/7720
Level:	3
Credit value:	3
Guided learning hours:	15

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand educational policy and practice for the education and training of 14 to 19-year-olds.	1.1	Summarise current provision for 14 to 19-year-olds in the compulsory and post-compulsory education sectors.
		1.2	Explain the relationship between the compulsory and post-compulsory education sectors for 14 to 19 education and training.
		1.3	Explain progression opportunities and routes for 14 to 19-year-olds.
2.	Be able to support teaching and learning for 14- to 19-year-olds.	2.1	Explain approaches to teaching and learning for 14 to 19-year-old learners in the setting.
		2.2	Select and demonstrate learning support strategies to meet the needs of 14 to 19-year-old learners.
		2.3	Select, develop and use learning resources to meet the needs of 14 to 19-year-old learners.
		2.4	Demonstrate ways of supporting 14 to 19-year-old learners to transfer learning to other areas of life.
3.	Be able to work collaboratively to support delivery of the 14 to 19 curriculum.	3.1	Explain the roles of different services and agencies in providing education and training for 14 to 19-year-olds
		3.2	Explain the importance of effective team working with colleagues within and external to the setting for promoting the achievement and wellbeing of 14 to 19-year-old learners.
		3.3	Demonstrate ways of contributing to collaborative and cross sector working for planning, delivery and review of education and training for 14 to 19-year-olds.
		3.4	Use knowledge of the learners and curriculum to provide colleagues within and external to the setting with feedback on the participation and progress of 14 to 19-year-old learners with whom they work.

Assessment requirements:

Areas of life include:

- work
- social
- personal
- home
- education.

Cross sector working involves working with colleagues from both the compulsory and post compulsory education sectors.

Title:	Support teaching and learning in a curriculum area
Unit reference number:	J/601/7718
Level:	3
Credit value:	3
Guided learning hours:	12
Learning outcomes The learner will:	Assessment criteria The learner can:

	Learning outcomes		Assessment criteria	
1.	Be able to use subject knowledge to support teaching and leaning in a curriculum area.	1.1	Explain the aims of learning provision in a curriculum area.	
		1.2	Summarise the relevant school curriculum and age-related expectations of learners in the curriculum area.	
		1.3	Explain the relationship between the role of the teacher and own role in supporting teaching and learning in the curriculum area.	

		1.4	Use own subject knowledge to:
			   a) contribute to the planning, delivery and evaluation of learning activities or lessons
			   b) support learners in developing knowledge, understanding and skills in the curriculum area
			   c) help learners address errors or misconceptions in understanding the principles and concepts of the subject area	

2.	Be able to develop own subject knowledge.	2.1	Carry out a realistic self-evaluation of own subject knowledge and skills.	
		2.2	Use feedback from teachers and others to identify any subject knowledge and skills that would help improve the support provided for teaching and learning in the curriculum area.	
		2.3	Identify and use opportunities to improve own subject knowledge and skills.	
		2.4	Demonstrate how new subject knowledge and skills have been incorporated into own practice.	
3.	Be able to contribute to developing teaching and learning in a curriculum area.	3.1	Monitor advances in knowledge and practice relevant to the curriculum area to a sufficient level to keep abreast of developments.	
		3.2	Use evidence of own and others' work to reflect on the effectiveness of support for teaching and learning in the curriculum area	
		3.3	Make suggestions for improving support for teaching and learning in the curriculum area	
		3.4	Share subject knowledge and expertise with colleagues to improve teaching and learning in the curriculum area.	

Assessment requirements:

Curriculum area covers all forms of organised learning experienced across the curriculum. For example, thematically structured work in the primary phase, single subjects, vocational subjects and cross- curricular work in the 14–19 phase.

Opportunities to improve own subject knowledge through e.g.:

- research
- observing lessons
- school-based development opportunities

- external development programmes
- journals and reports.

Title:	Provide literacy and numeracy support
Unit reference number:	L/601/7722
Level:	3
Credit value:	3
Guided learning hours:	16

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to identify pupils' needs for literacy and numeracy support.	1.1	Explain the importance of literacy and numeracy skills for accessing the wider curriculum.
		1.2	Obtain and interpret information about pupils': a) literacy and numeracy skills b) learning targets c) literacy and numeracy support needs
		1.3	Obtain and interpret information about: a) the teaching and learning objectives of learning activities b) the literacy and numeracy demands of learning activities
2.	Be able to provide literacy support to help pupils to access the wider curriculum.	2.1	Use knowledge of the individual needs of pupils to provide literacy support.
		2.2	Identify and use opportunities provided by the learning activities to support development of pupils' literacy skills.
		2.3	Deal with the challenges of the literacy demands of learning activities in ways that maintain pupils' confidence and self-esteem.
3.	Be able to provide numeracy support to help pupils to access the wider curriculum.	3.1	Use knowledge of the individual needs of pupils to provide numeracy support
		3.2	Identify and use opportunities provided by the learning activities to support development of pupils' numeracy skills.
		3.3	Deal with the challenges of the numeracy demands of learning activities in ways that maintain pupils' confidence and self-esteem.

Assessment requirements:

Literacy support is the support given to pupils to help them meet the literacy demands of the wider curriculum, e.g.:

- helping pupils to interpret and follow oral and written instructions
- prompting shy or reticent pupils to contribute to conversations and discussions and to respond to questions
- helping pupils to select and use appropriate resources, e.g. personal dictionaries
- adapting or differentiating learning materials
- explaining words and phrases used by the teacher
- use of targeted prompts and feedback to support pupils' use of relevant subject-specific language and vocabulary
- acting as a scribe while the teacher is talking with the class
- preparing pupils for lessons by, for example, reading the relevant chapter of a book in advance with them
- encouraging pupils to engage in talk, discussion and oral rehearsal before completing reading and writing tasks
- specific reading or writing support, e.g. amanuensis, reader

Literacy: unites the important skills of reading, writing, speaking/talking and listening

Numeracy support is the support given to pupils to help them meet the numeracy demands of the wider curriculum, e.g.:

- clarifying the learning task and helping pupils understand the mathematical aspect or content of the task
- helping pupils to draw on their previous mathematical learning and experiences to encourage their active involvement in the learning activity
- explaining words and phrases used by the teacher
- helping pupils to select and use appropriate mathematical resources, e.g. individual number lines, measuring instruments, mathematical equipment
- adapting or differentiating learning materials
- using targeted prompts and feedback to support pupils' use of relevant mathematical knowledge and skills
- explaining and reinforcing the relevant mathematical language, vocabulary and concepts

Numeracy skills covers the skills needed to use and apply mathematics including:

- counting and understanding number
- knowing and using number facts
- calculating
- understanding shape
- measuring
- handling data

Title:	Plan and deliver learning activities under the direction of a teacher
Unit reference number:	D/601/7711
Level:	3
Credit value:	4
Guided learning hours:	21

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to plan learning activities under the direction of the teacher.	1.1	Explain the objectives, content and intended outcomes of learning activities as agreed with the teacher.
		1.2	Explain how the learning activities relate to statutory and non-statutory frameworks for the school curriculum.
		1.3	Plan and prepare learning activities, as directed by the teacher, for: a) individual learners b) small groups of learners.
		1.4	Use knowledge of the learners, the curriculum and own expertise to contribute to planning partnership working with the teacher as part of the overall lesson plan.
2.	Be able to deliver learning activities.	2.1	Demonstrate the use of teaching and learning methods to: a) meet the agreed learning objectives and intended outcomes b) maintain learners' motivation and interest c) support and challenge learners d) gather feedback on learners' progress and achievements.
		2.2	Promote and support the inclusion of all learners involved in learning activities.
		2.3	Organise and manage learning activities to ensure the safety of learners.
		2.4	Work in partnership with the teacher to support learning activities for the whole class.
3.	Be able to monitor and assess learning outcomes.	3.1	Monitor learners' responses to activities.
		3.2	Demonstrate ways of modifying activities to meet learners' needs.
		3.3	Monitor learners' participation and progress in learning activities.
		3.4	Use monitoring outcomes to provide learners with focused support and feedback.
		3.5	Use a range of assessment techniques to support the evaluation of learners' progress in relation to the intended learning outcomes.

Assessment requirements:

Partnership working: working with the teacher to support teaching and learning, for example in whole-class plenary sessions.

Title:	Support literacy development	
Unit reference number:	M/601/7714	
Level:	3	
Credit value:	3	
Guided learning hours:	18	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand current national and organisational policies and practices for literacy development.	1.1	Explain the aims and importance of learning provision for literacy development.
	1.2	Summarise the relevant policy and age-related expectations of learners relevant to literacy development in the setting.
	1.3	Summarise the teacher's programme and plans for literacy development.
2. Be able to support learners in developing reading and writing skills.	2.1	Use a range of strategies for supporting learners to develop reading and writing skills.
	2.2	Select and use support strategies to meet the individual needs and learning targets of learners.
3. Be able to support learners in developing speaking/talking and listening skills.	3.1	Use a range of strategies for supporting learners to develop speaking/talking and listening skills.
	3.2	Create opportunities to help learners' understand the importance of attentive listening and taking turns to speak.
	3.3	Encourage learners to contribute to conversations and discussions in a manner likely to enhance their self-confidence and self-esteem.
	3.4	Encourage learners to respond constructively to other learners' contributions to conversations and discussions.
	3.5	Respond to learners' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-image.

Assessment requirements:

Literacy development covers the interrelated skills of: reading, writing, speaking/talking and listening Policy relevant to literacy development is the policy for English, Welsh and/or language as appropriate to the setting.

Strategies for supporting learners to develop reading and writing skills, e.g.:

- use of targeted prompts and feedback to develop use of independent reading and writing strategies
- facilitating the participation of individuals or small groups in shared reading and writing activities
- using phonics to help learners understand the sound and spelling system and use this to read and spell accurately
- use of specific support strategies, e.g. paired reading, writing frames
- use of specific support programmes, e.g. graded reading books, differentiated computer- based learning programmes, Additional literacy support programmes.

Strategies for supporting learners to develop speaking/talking and listening skills, e.g.:

- providing opportunities for learners to engage in conversation, discussion and questioning
- using open-ended questions to encourage learners to contribute to conversations and discussions
- prompting shy or reticent learners to contribute to conversations and discussions and to respond to questions

- using language and vocabulary which is appropriate to the learners' level of understanding and development
- introducing learners to new words and language structures to help extend their vocabulary and structural command of language

Title:	Support gifted and talented learners
Unit reference number:	R/601/7723
Level:	3
Credit value:	4
Guided learning hours:	21

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the needs of gifted and talented learners.	1.1	Explain the particular gifts or talents of learners in the setting.
		1.2	Analyse the additional learning needs of gifted and talented learners in the setting.
		1.3	Identify sources of support for gifted and talented pupils: a) within the setting b) outside of the setting.
2.	Be able to contribute to planning learning programmes for gifted and talented learners.	2.1	Use knowledge of the learners and curriculum to contribute to planning learning programmes to meet the personalised learning needs of gifted and talented learners.
		2.2	Work with others to identify acceleration, extension and enrichment activities to meet the needs of gifted and talented learners in the setting.
		2.3	Develop learning activities based on the planned learning objectives to: a) add breadth and depth b) accelerate the pace of learning c) develop higher order learning skills d) promote independent learning e) support reflection and self-evaluation f) maintain learners' motivation and interest.
		2.4	Select and prepare learning resources relevant to: a) the learners' needs, interests and abilities b) the enriched teaching and learning objectives.
3.	Be able to support learning activities for gifted and talented learners.	3.1	Demonstrate a range of strategies for ensuring the active participation of gifted and talented learners in learning activities.
		3.2	Work in partnership with learners to support the learning process.
		3.3	Support learners in evaluating the extent to which the learning activities enabled them to meet their learning objectives.
		3.4	Support learners to evaluate their learning strategies and achievements and plan future learning.
		3.5	Provide information to learners about other opportunities for developing their particular gifts or talents.

Assessment requirements:

Gifted learners: learners who have exceptional academic abilities.
Talented learners: learners who have exceptional abilities in art and design, music, PE or in sports or performing arts such as dance and drama.

Others: people within and outside the setting who can help in identifying gifted and talented learners and acceleration, extension and enrichment activities appropriate to their needs and abilities, e.g.:

- learners and their families
- subject specialists in the setting
- subject specialists from the next stage of education e.g. secondary or FE/HE
- local business people
- undergraduate and postgraduate students.

Acceleration is provided by extending the 'pitch' of learning objectives to those expected of older learners or introducing objectives from later years.

Extension involves working in greater depth, with increasing complexity, subtlety or abstraction. Enrichment is about applying skills and understanding to a wider range of problems, including unfamiliar contexts, and bringing together different strands of the subject or curriculum area.

Learning resources:
materials, equipment (including ICT), software, books and other written materials (e.g. handouts, worksheets), DVDs, etc. that are required to support teaching and learning.

Strategies for ensuring the active participation of gifted and talented learners in learning activities, e.g.:
- providing information, guidance and support
- using challenging questions to extend learners' thinking and engagement with the learning process
- providing opportunities for learners to negotiate learning objectives
- encouraging learners to make decisions about the methods they will use to achieve learning objectives
- encouraging learners to collaborate in achieving learning objectives
- encouraging learners to reflect on what they have achieved and what they could do next Other opportunities for developing particular gifts or talents e.g.:
- extra-curricular activities provided by the setting
- community-based activities
- local, regional and national clubs and interest groups.

Title:	Support children's speech, language and communication
Unit reference number:	T/600/9789
Level:	3
Credit value:	4
Guided learning hours:	30
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the importance of speech, language and communication for children's overall development.	1.1 Explain each of the terms: • speech • language • communication • speech, language and communication needs.
	1.2 Explain how speech, language and communication skills support each of the following areas in children's development: • learning • emotional • behaviour • social.
	1.3 Describe the potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term.
2. Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting.	2.1 Explain the ways in which adults can effectively support and extend the speech, language and communication development of children during the early years.
	2.2 Explain the relevant positive effects of adult support for the children and their carers.
	2.3 Explain how levels of speech and language development vary between children entering early years provision and need to be taken into account during settling in and planning.
3. Be able to provide support for the speech, language and communication development of the children in own setting.	3.1 Demonstrate methods of providing support taking into account the: • age • specific needs • abilities • home language where this is different to that of setting • interests of the children in own setting.
	3.2 Demonstrate how day to day activities within the setting can be used to encourage speech, language and communication development in young children.
	3.3 Demonstrate in own practice how to work with children to develop speech, language and communication in: • 1:1 basis • groups.
	3.4 Evaluate the effectiveness of speech, language and communication support for children in own setting.

4.	Be able to contribute to maintaining a positive environment that supports speech, language and communication.	4.1	Explain the importance of the environment in supporting speech, language and communication development.
		4.2	Review evidence about the key factors that provide a supportive speech, language and communication environment.
		4.3	Demonstrate how settings use the environment to provide effective support for speech, language and communication for all children.

Assessment requirements:

Learning Outcomes 3 and 4 must be assessed in a real work environment. Units need to be assessed in line with the Skills for Care and Development Assessment Principles.

Optional Units – B2 (English as an additional language)

Title:	Provide bilingual support for teaching and learning
Unit reference number:	D/601/7725
Level:	3
Credit value:	6
Guided learning hours:	32

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to contribute to assessment of bilingual learners.	1.1	Carry out an initial assessment of bilingual learners, under the direction of a teacher, using learners' preferred language.
		1.2	Work with relevant people to assess the experience, capabilities and learning style of bilingual learners in relation to the planned learning programme.
		1.3	Explain why a specialist assessment may be required and the setting's procedures for arranging this.
		1.4	Provide feedback to learners and relevant people on the outcome of the assessment and the implications for meeting the learning, language development and wellbeing needs of the learner.
		1.5	Provide information and support to relevant people to help them in meeting the learning, language development and wellbeing needs of the learner.
2.	Be able to provide bilingual support for learners.	2.1	Use learners' preferred language to introduce and settle them in to the learning environment and routines of the setting.
		2.2	Work with relevant people to identify learning activities that promote personalised learning including development of learners' language skills.
		2.3	Select and use bilingual support strategies to meet the needs of individual learners.
		2.4	Provide good role models of both the first and target language for learners.
		2.5	Use learners' first language to draw on their previous knowledge and experience to support further learning.
		2.6	Maintain and develop learners' first language in learning contexts to enable them to draw effectively on their whole language repertoire for learning.
3.	Be able to support communication with families of bilingual learners.	3.1	Interact with families of bilingual learners in a way that: a) demonstrates a non-judgemental attitude b) values diversity c) recognises cultural, religious and ethnic differences d) promotes trust.
		3.2	Provide accessible information to families as agreed by the setting.

		3.3	Encourage families to share information about their child to support the setting in providing for his/her wellbeing and education.
		3.4	Accurately record any information provided by families and the communication methods used and pass this information to the relevant person/people in the setting without delay.
4.	Be able to contribute to reviews of communication with families of bilingual learners.	4.1	Consult relevant people about the effectiveness of communication with families of bilingual learners.
		4.2	Use knowledge of communication with families of bilingual learners to contribute to reviews of communication methods.
		4.3	Identify any communication difficulties or issues arising as a result of communication differences.
		4.4	Work with relevant people to resolve any communication difficulties or issues.

Assessment requirements:

Initial assessment provides the necessary information for the careful planning of learning activities needed for newly arrived learners including:

- first language and ethnic background fluency in English
- previous educational experience and achievements
- wider needs such as a learner's home situation.

Bilingual learners are those who have been exposed to two or more languages. The term encompasses both those who are newly arrived and who are new to the language used to deliver the curriculum, and those more advanced bilingual learners who can communicate confidently in the language used to deliver the curriculum but need further support with language use in academic context.

Relevant people are those with a need and right to provide and receive information about bilingual learners as relevant to the setting e.g.:

- family members
- teachers responsible for the learner
- ethnic minority achievement coordinator
- bilingual language support teacher
- bilingual teaching assistants
- EAL specialist teacher
- language coordinator
- English/Welsh/Gaelic language teacher
- Relevant local authority advisory or peripatetic staff.

Information sharing must always adhere to the setting's confidentiality policy and child protection procedures.

Specialist assessment: an assessment administered and interpreted by an appropriately qualified professional to explore specific needs, often in detail, e.g.:

- proficiency in the first language
- special educational needs
- health assessment
- care assessment.

Personalised learning: maintaining a focus on individual progress, in order to maximise the capacity of all children and young people to learn, achieve and participate. This means supporting and challenging each learner to achieve national standards and gain the skills they need to thrive and succeed throughout their lives.

'Personalised learning' is about individual lesson plans or individualisation, where children are taught separately, largely through a one-to-one approach.

Bilingual support strategies e.g.:

- interpreting oral and written information
- using shared language or appropriate target language to explain information or instructions
- supporting the use of learners' first languages with peers and bilingual staff
- developing bilingual learning resources
- using appropriate bilingual books and materials to support learning
- selecting culturally relevant resources to increase motivation and involvement
- monitoring learners' understanding in ways that do not involve the use of the target language only
- exploiting previously used language to activate prior knowledge and link to learners' experience
- promoting thinking and talking in first languages to support understanding.

Target language is the additional or second language needed by bilingual learners i.e. English as an additional language (EAL) or Welsh/Gaelic as a second language.

Families includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the wellbeing of individual learners and who may or may not have legal responsibility.

Communication includes:

- verbal
- non-verbal
- informal
- formal.

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.

Title:	Support bilingual learners
Unit reference number:	Y/601/7724
Level:	3
Credit value:	4
Guided learning hours:	23

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to interact with bilingual learners.	1.1	Interact with bilingual learners in a way that: a) demonstrates respect for their first or home language(s), values, culture and beliefs b) shows sensitivity to individual needs c) reinforces positive self-images for the learners.
		1.2	Use language and vocabulary which is appropriate to the learner's age, level of understanding and proficiency in the target language.
2.	Be able to support bilingual learners to develop skills in the target language.	2.1	Summarise the organisation's policy and procedures for supporting bilingual learners.
		2.2	Summarise theories of first language acquisition and additional language acquisition and learning.
		2.3	Use knowledge of language acquisition theories and the needs and interests of individual learners to support learning and development of the target language.
		2.4	Demonstrate ways of introducing learners to new words and language structures to extend their vocabulary and structural command of the target language.
3.	Be able to support bilingual learners to access the curriculum.	3.1	Develop learning resources to meet the needs of bilingual learners.
		3.2	Demonstrate teaching, learning and assessment methods to support the learning and language development of individual learners.
		3.3	Deal with the challenges of the language demands of learning activities in ways that maintain the learner's confidence and self-esteem.
		3.4	Encourage learners to become increasingly independent in their learning.
		3.5	Provide feedback to the teacher on the learner's participation and progress in relation to: a) the learning activities b) language development c) subject knowledge, understanding and skills.

Assessment requirements:

Bilingual learners are those who have been exposed to two or more languages. The term encompasses both those who are newly arrived and who are new to the language used to deliver the curriculum, and those more advanced bilingual learners who can communicate confidently in the language used to deliver the curriculum but need further support with language use in academic contexts.

Target language is the additional or second language needed by bilingual learners i.e. English as an additional language (EAL) or Welsh/Gaelic as a second language.

Teaching, learning and assessment methods to support the learning and language development of bilingual learners e.g.:

- allowing time for learners to adjust and become familiar with the structure and pace of lessons
- ensuring learning objectives are explained clearly through visual supports
- introducing, explaining and illustrating key vocabulary related to subject content
- providing key visuals and displays that illustrate the process of tasks and the steps to take
- scaffolding writing tasks
- scaffolding oracy
- modelling oral and written language to support acquisition
- using ICT programs to support language skills and to reinforce learning
- integrating speaking, listening, reading and writing in the target language
- reinforcing language learning and understanding through repetition, highlighting vocabulary learnt, summarising and recording what has been learnt and creating opportunities to revisit key concepts through questioning
- encouraging learner responses and promoting interaction using different forms of questioning
- using culturally accessible learning materials
- differentiating learning task including homework
- using peer support to promote thinking and talking in first languages to support understanding.

Optional Units – B3 (Special Educational Needs)

Title:	Support disabled children and young people and those with special educational needs
Unit reference number:	H/601/7726
Level:	3
Credit value:	5
Guided learning hours:	24
Learning outcomes The learner will:	Assessment criteria The learner can:

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the rights of disabled children and young people and those with special educational needs.	1.1	Summarise the legal entitlements of disabled children and young people and those with special educational needs.
		1.2	Summarise the assessment and intervention frameworks for disabled children and young people and those with special educational needs.
		1.3	Explain the importance of early recognition and intervention for disabled children and young people and those with special educational needs.
		1.4	Explain the purpose of individual plans for disabled children and young people and those with special educational needs.
		1.5	Explain the principles of working inclusively with disabled children and young people and those with special educational needs.
2.	Understand the disabilities and/or special educational needs of children and young people in own care.	2.1	Explain the relationship between disability and special educational needs.
		2.2	Explain the nature of the particular disabilities and/or special educational needs of children and young people with whom they work.
		2.3	Explain the special provision required by children and young people with whom they work.
		2.4	Explain the expected pattern of development for disabled children and young people and those with special educational needs with whom they work.
3.	Be able to support the inclusion of disabled children and young people and those with special educational needs.	3.1	Obtain information about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs with whom they work.
		3.2	Identify barriers to participation for disabled children and young people and those with special educational needs with whom they work.
		3.3	Use knowledge of individual children and young people to remove barriers to participation.
		3.4	Involve and consult children, young people and others at each stage of determining the steps that have to be taken to support participation and equality of access.
		3.5	Demonstrate ways of supporting inclusion and inclusive practices in own work with disabled children and young

			people and those with special educational needs.
4.	Be able to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences.	4.1	Identify and implement adaptations that can be made to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences provided by the setting.
		4.2	Support children and young people to use specialist aids and equipment as necessary to enable them to participate in activities and experiences.
		4.3	Demonstrate ways of supporting participation and equality of access for disabled children and young people and those with special educational needs.
5.	Be able to support others to respond to the needs of disabled children and young people and those with special educational needs.	5.1	Encourage and support others to participate in observing and identifying the needs, capabilities and interests of disabled children and young people and those with special educational needs.
		5.2	Encourage and support others to participate in activities with disabled children and young people and those with special educational needs.
		5.3	Work in partnership with children, young people and others to review and improve activities and experiences provided for disabled children and young people and those with special educational needs.

Assessment requirements:

Disabled: The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Special educational needs: children and young people with special educational needs learn differently from most children or young people of the same age. These children and young people may need extra or different help from that given to other children and young people

Special provision: provision, which is additional to, or otherwise different from, the provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area.

Obtain information about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs from:
- the children and young people themselves
- family members
- colleagues within the setting
- external support agencies
- individual plans.

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

Others according to own role e.g.:
- family members
- colleagues within the setting
- professionals external to the setting.

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 allowed for children and young people's individual needs.

Inclusion: a process of identifying, understanding and breaking down barriers to participation and belonging.

Adaptations that can be made to support participation of disabled children and young people and those with special educational needs in relation to:

- the environment
- activities
- working practice.

Title:	Support learners with communication and interaction needs
Unit reference number:	K/601/8134
Level:	3
Credit value:	4
Guided learning hours:	21

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the special educational needs of learners with communication and interaction needs.	1.1	Explain the communication impairments and disorders of learners in the setting and the implications for language and communication development, social interaction, and learning.
		1.2	Explain the differences between normal patterns of communication and the specific or more unusual patterns of communication demonstrated by learners with significant developmental delay, impairment, or those having some form of communication or language disorder.
		1.3	Explain the interaction between delayed language acquisition, cognitive development, and sensory deficit.
		1.4	Explain the specific language, communication, and interaction needs of learners in the setting.
		1.5	Summarise the individual plans of learners with communication and interaction needs with whom they work.
2.	Be able to support learners with communication and interaction needs to maximise learning.	2.1	Demonstrate ways of supporting learners with communication and interaction needs to actively participate in learning tasks and activities.
		2.2	Select and use the most appropriate mode of communication to reinforce spoken language.
		2.3	Support learners to make effective use of augmented and alternative means of communication as appropriate to their needs.
		2.4	Demonstrate ways of supporting learners' efforts to participate in learning tasks and activities.
		2.5	Demonstrate ways of promoting learners' self- esteem and independence.
3.	Be able to support learners with communication and interaction needs to develop relationships with others.	3.1	Provide opportunities for learners with communication and interaction needs to initiate, respond to and maintain relationships with others.
		3.2	Demonstrate ways of supporting learners to: a) contribute to conversations and discussions with others b) respond constructively to other people's contributions to conversations and discussions.
		3.3	Provide encouragement and support to enable others to respond positively to learners with communication and interaction needs.
		3.4	Respond to learners' level of expressive and receptive language to reinforce spoken language and promote autonomy.
Assessment requirements: 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 and 3.4 must be assessed in the workplace.

Learners with communication and interaction needs: learners with severe and/or complex special educational needs arising from one or more of the following:

- speech and language delay, impairments or disorders
- specific learning difficulties, e.g. dyslexia, dyspraxia
- autistic spectrum disorder
- permanent sensory or physical impairment including deaf blindness, deafness and visual impairment
- moderate, severe or profound learning difficulties affecting their ability to communicate and interact with others.

Mode of communication to reinforce spoken language e.g.:

- visual
- auditory
- tactile
- signing.

Augmented and alternative means of communication are the systems and equipment used by learners with sensory or physical impairment to enable them to communicate with others and take part in learning activities, e.g.:

- Total Communication approaches and the associated use of a range of sign communication systems, including signed English and British sign language
- Braille
- equipment to enhance hearing, vision, or speech, e.g. ICT equipment, auditory and visual aids, audio logical and amplification equipment, low-vision devices, speech synthesisers.

Others with whom learners interact in the setting eg

- peers
- class teacher
- subject teachers
- support staff
- parent helpers
- professionals from outside of the setting e.g. speech and language therapist.

Title:	Support learners with cognition and learning needs
Unit reference number:	M/601/8121
Level:	3
Credit value:	4
Guided learning hours:	21

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the special educational needs of learners with cognition and learning needs.	1.1	Explain how cognitive difficulties impact upon the development of language and communication, and vice versa, and how this affects learning.
		1.2	Explain the significant differences between global learning difficulties which can affect all aspects of learning, and specific learning difficulties or language impairment which can exist as an anomaly in the overall pattern of a learner's abilities.
		1.3	Explain the range of cognitive skills necessary for effective learning and the effects of single or multiple disabilities on functions such as perception, memory and information processing.
		1.4	Explain the particular cognition and learning needs of learners in the setting and the implications of these for supporting different types of learning activities.
		1.5	Summarise the individual plans of learners with cognition and learning needs with whom they work.
2.	Be able to support learners with cognition and learning needs during learning activities.	2.1	Explain the importance of active learning for learners with cognition and learning difficulties.
		2.2	Select and modify learning resources to meet the needs of learners with cognition and learning needs.
		2.3	Demonstrate a range of strategies for supporting learners with cognition and learning needs to actively participate in learning activities.
		2.4	Demonstrate ways of modifying learning activities to achieve incremental and lateral progression towards the intended learning outcomes for learners who are making extremely slow progress.
3.	Be able to support learners with cognition and learning needs to develop learning strategies.	3.1	Demonstrate a range of strategies for supporting learners with cognition and learning needs to develop learning strategies.
		3.2	Demonstrate ways of promoting learners' self- esteem, self-confidence and self-help skills.
		3.3	Demonstrate ways of encouraging learners with cognition and learning needs to take responsibility for their own learning.
		3.4	Listen carefully to learners and positively encourage them to communicate their needs and ideas for future learning.
		3.5	Support learners to review their learning strategies and plan how to improve them.

Assessment requirements:

This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, and 3.5 must be assessed in the workplace.

Cognition and learning needs: needs in relation to the skills required by effective learners, including:

- language, memory, and reasoning skills
- sequencing and organisational skills
- an understanding of number
- problem-solving and concept development skills
- fine and gross motor skills.

Learners with cognition and learning needs are those who demonstrate features of:
- moderate, severe or profound learning difficulties
- specific learning difficulties, e.g. dyslexia, dyspraxia
- autism spectrum.

Learning resources: materials, equipment (including ICT), software, books, and other written materials (e.g. handouts, worksheets), DVDs, etc. that are required to support teaching and learning.

Strategies for supporting learners with cognition and learning needs to actively participate in learning activities e.g. providing levels of individual attention, reassurance, and help with learning tasks as appropriate to the learner's needs:
- providing support as needed to enable the learner to follow instructions
- giving positive encouragement, feedback, and praise to reinforce and sustain the learner's interest and efforts in the learning activities.

Learning activities: the planned learning tasks and activities for individual learners, groups of learners, or the whole class.

Strategies for supporting learners with cognition and learning needs to develop learning strategies e.g.:
- structuring the learning environment to facilitate the development of organisational and memory skills
- sequencing and structuring learning experiences so the learner develops organisational, information-processing and problem-solving skills
- using specific visual, auditory, and tactile methods to help the learner understand the functional use of objects and gain information about the environment
- providing information, advice, and opportunities for the learner to choose and make decisions about his/her own learning.

Title:		Support learners with sensory and/or physical needs
Unit reference number:		M/601/8135
Level:		3
Credit value:		4
Guided learning hours:		21
Learning outcomes The learner will:		Assessment criteria The learner can:
1.	Understand the impact of physical, motor and/or sensory disability on children and young people.	1.1 Explain the effect of a primary disability on children and young people's social, emotional and physical development.
		1.2 Explain the effect of: a) long-standing or progressive conditions b) chronic illness, pain and fatigue on the emotions, learning, behaviour and quality of life of children and young people.
		1.3 Explain how medication taken by children and young people may impact on their cognitive and physical abilities, behaviour and emotional responsiveness.
2.	Understand the special educational needs of learners with sensory and/or physical needs.	2.1 Explain the nature and level of sensory and/or physical needs of learners in the setting.
		2.2 Summarise the individual plans of learners with sensory and/or physical needs with whom they work.
		2.3 Explain the roles and responsibilities of others who contribute to the support of learners with sensory and/or physical needs.
		2.4 Explain the sorts of specialist equipment and technology used by learners with whom they work and how it helps overcome or reduce the impact of sensory or physical impairment.
		2.5 Explain the importance of making optimal use of learners' residual sensory and physical functions.
3.	Be able to support learners with sensory and/or physical needs to maximise learning.	3.1 Adapt the layout of the learning environment and the equipment used to enable learners with sensory and/or physical needs to access and maximise learning opportunities.
		3.2 Select, develop and use teaching and learning materials in the appropriate medium as required by learners with sensory and/or physical needs.
		3.3 Demonstrate ways of supporting learners with sensory and/or physical needs to actively participate in learning activities as appropriate to their level of development, physical abilities and any medical conditions.
		3.4 Demonstrate ways of using and helping learners to use any specialist equipment to maintain their comfort and maximise participation in learning activities.
		3.5 Demonstrate ways of promoting learners' self-esteem and independence.
4.	Be able to implement structured learning programmes for children and young people with sensory and/or physical needs.	4.1 Use knowledge of individual children and young people to contribute to planning structured learning programmes.
		4.2 Work with children, young people and others to plan delivery of structured learning programmes to: a) minimise distractions b) minimise disruptions to normal routines and

				schedules
			c)	take place at a time when children and young people are most receptive and will receive maximum benefit.
		4.3		Explain the importance of being responsive and flexible in implementing structured activities for learners with sensory and/or physical needs.
		4.4		Implement structured activities as agreed with children, young people and others to meet the needs of learners with sensory and/or physical needs.

Assessment requirements:

This unit must be assessed in accordance with the TDA assessment principles.
Assessment criteria 3.1,   3.2, 3.3, 3.4, 3.5, 4.1, 4.2 and 4.4 must be assessed in the workplace.

Learners with sensory and/or physical needs: learners who demonstrate degrees of hearing, visual and/or physical impairment.

Others who may contribute to supporting learners with sensory and/or physical needs e.g.:
- lead professional
- family members
- teachers responsible for the learner
- specialist teachers within the setting or part of local support services
- Special Educational Needs Coordinator
- health professionals
- allied health professionals eg therapists.

Specialist equipment: equipment and learning aids which may be required by learners with sensory and/or physical needs, e.g.:
- auditory aids
- visual aids
- mobility aids
- Brailling machines
- information and communication technology (ICT) hardware and software.

Teaching and learning materials: the materials suitable for learners with sensory, multi-sensory or physical disabilities, e.g.:
- tactile diagrams
- Braille
- subtitled video or DVD material
- ICT hardware and software.

Structured learning programmes: individual learning programmes to address the additional needs of learners with sensory and/or physical needs, e.g. physiotherapy, mobility, speech and language therapy, occupational therapy and independence programmes.

Title:		Support children and young people with behaviour, emotional and social development needs
Unit reference number:		Y/601/7707
Level:		3
Credit value:		4
Guided learning hours:		25
Learning outcomes The learner will:		Assessment criteria The learner can:
1.	Understand the influences impacting on the behaviour, emotional and social development of children and young people.	1.1 Explain how aspects of upbringing, home circumstances, and physical and emotional health of children and young people could affect their ability to relate to others.
		1.2 Explain the impact of any negative or traumatic home experiences of children and young people on their behaviour and emotional responsiveness.
		1.3 Explain how psychological and psychiatric disorders affecting children and young people may impact on the way in which they relate to others.
		1.4 Explain how medication taken by children and young people may impact on their cognitive and physical abilities, behaviour and emotional responsiveness.
2.	Understand the special educational needs of children and young people with behaviour, emotional and social development needs.	2.1 Explain the particular behaviour, emotional and social development needs of children and young people in the setting.
		2.2 Summarise the individual plans of children and young people with behaviour, emotional and social development needs with whom they work.
3.	Be able to support the behaviour management of children and young people with behaviour, emotional and social development needs.	3.1 Work with children, young people and others to identify and set behaviour goals and boundaries for children and young people with behaviour, emotional and social development needs.
		3.2 Explain how goals and boundaries support children and young people to develop and consolidate social and emotional skills.
		3.3 Provide support for children, young people and others to understand and apply goals and boundaries.
		3.4 Work collaboratively with others to implement a positive, collegiate approach to the management of disaffection and challenging behaviour in children and young people.
		3.5 Use knowledge of children and young people with behaviour, emotional and social development needs to contribute to the provision of safe and supportive opportunities to establish and sustain community- based rules and develop social interaction.
		3.6 Demonstrate strategies for promoting positive behaviour and managing inappropriate behaviour of children and young people with behaviour, emotional and social development needs.
4.	Be able to support children and young people with behaviour, emotional and social development needs to develop relationships with others.	4.1 Provide opportunities for children and young people with behaviour, emotional and social development needs to establish social contacts and relationships with others.
		4.2 Demonstrate ways of encouraging cooperation between children and young people in ways which are

			commensurate to their age and stage of development.
		4.3	Interact with children, young people and other adults in ways which provide a positive and consistent example of effective interpersonal relationships.
		4.4	Demonstrate ways of responding to conflict situations and incidents of inappropriate behaviour with due consideration for own safety and that of others
		4.5	Demonstrate strategies for helping rebuild damaged emotional relationships between: a) children and young people b) children or young people and adults
		4.6	Demonstrate ways of supporting children and young people to review their social and emotional skills and the impact of these on others and themselves.
5.	Be able to support children and young people with behaviour, emotional and social development needs to develop self-reliance and self-esteem.	5.1	Demonstrate ways of encouraging and supporting children and young people with behaviour, emotional and social development needs to: a) communicate their feelings, needs and ideas b) make their own decisions c) accept responsibility for their actions.
		5.2	Support children and young people to refocus on personal goals, boundaries and responsibilities following flashpoints where their self-control has been lost.
		5.3	Provide opportunities for children and young people to develop self-management skills.
		5.4	Demonstrate strategies for recognising and rewarding achievements and efforts towards self-reliance that are appropriate to children and young people's age, abilities and level of development.

Assessment requirements:

Children and young people with behaviour, emotional and social development needs include those:
- who experience emotional and behavioural difficulties
- who are withdrawn or isolated or display school phobic reactions
- who are disruptive and disturbing, hyperactive and lack concentration
- with immature social skills or personality disorders
- presenting challenging behaviours which may arise from other complex needs

Others according to own role e.g.:
- family members
- teachers
- other adults in the setting
- professionals external to the setting e.g. educational psychologist.

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.

Self-management skills: personal skills that will help children and young to organise themselves and manage their behaviour, including:
- exercising choice

- decision making
- problem solving
- self-expression
- general life skills.

Title:	Support individuals to meet personal care needs
Unit reference number:	F/601/8060
Level:	2
Credit value:	2
Guided learning hours:	16

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to work with individuals to identify their needs and preferences in relation to personal care.	1.1	Encourage an individual to communicate their needs, preferences and personal beliefs affecting their personal care.
		1.2	Establish the level and type of support and individual needs for personal care.
		1.3	Agree with the individual how privacy will be maintained during personal care.
2.	Be able to provide support for personal care safely.	2.1	Support the individual to understand the reasons for hygiene and safety precautions.
		2.2	Use protective equipment, protective clothing and hygiene techniques to minimise the risk of infection.
		2.3	Explain how to report concerns about the safety and hygiene of equipment or facilities used for personal care.
		2.4	Describe ways to ensure the individual can summon help when alone during personal care.
		2.5	Ensure safe disposal of waste materials.
3.	Be able to support individuals to use the toilet.	3.1	Provide support for the individual to use toilet facilities in ways that respect dignity.
		3.2	Support individual to make themselves clean and tidy after using toilet facilities.
4.	Be able to support individuals to maintain personal hygiene.	4.1	Ensure room and water temperatures meet individual needs and preferences for washing, bathing and mouth care.
		4.2	Ensure toiletries, materials and equipment are within reach of the individual.
		4.3	Provide support to carry out personal hygiene activities in ways that maintain comfort, respect, dignity, and promote active participation.
5.	Be able to support individuals to manage their personal appearance.	5.1	Provide support to enable individual to manage their personal appearance in ways that respect dignity and promote active participation.
		5.2	Encourage the individual to keep their clothing and personal care items clean, safe and secure.
6.	Be able to monitor and report on support for personal care.	6.1	Seek feedback from the individual and others on how well support for personal care meets the individual's needs and preferences.
		6.2	Monitor personal care functions and activities in agreed ways.
		6.3	Record and report on an individual's personal care in agreed ways.

Assessment requirements:

Unit must be assessed in accordance with the Skills for Care and Development's Assessment Principles.

Optional Units – B4 (Providing pastoral support)

Title:	Support children and young people to achieve their education potential		
Unit reference number:	D/600/9785		
Level:	3		
Credit value:	4		
Guided learning hours:	30		
Learning outcomes The learner will:	Assessment criteria The learner can:		
1. Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential.	1.1	Explain the principles and values that underpins work to support children and young people to achieve their educational potential.	
	1.2	Explain current legislation and guidance relating to the provision of and access to educational opportunities for children and young people.	
	1.3	Evaluate the factors that can contribute to low achievement by children and young people.	
2. Be able to support children and young people to identify and articulate their learning needs, set goals and plan actions.	2.1	Support children or young people to articulate their educational needs and aspirations.	
	2.2	Support children or young people to develop a plan of action identifying realistic goals for their educational development.	
3. Be able to support children and young people to work towards their educational goals.	3.1	Identify and celebrate individual children or young people's successes and achievements.	
	3.2	Identify barriers to achievement and support individual children or young people to work towards finding solutions.	
	3.3	Provide support and guidance to children or young people to help them work towards achieving their educational goals.	
4. Be able to review educational achievements with children and young people.	4.1	Evaluate with individual children or young people, their achievements against their action plans.	
	4.2	Discuss and agree with individual children or young people ways of addressing and overcoming any problems and modify the action plan accordingly.	

Assessment requirements:

LOs 2, 3 and 4 must be assessed in a real work environment. Units need to be assessed in line with the Skills for Care and Development Assessment Principles.

Title:		Support children and young people during transitions in their lives
Unit reference number:		D/601/8325
Level:		3
Credit value:		4
Guided learning hours:		18
Learning outcomes The learner will:		Assessment criteria The learner can:
1.	Understand the range and impact of transitions that children and young people may experience.	1.1 Explain the different types of transitions that children and young people may experience.
		1.2 Explain patterns of transition from childhood to adulthood.
		1.3 Explain how different types of transitions may affect a child or young person.
		1.4 Explain how a child or young person's approach to transitions may be affected by their: a) culture b) religion c) personal beliefs d) gender e) stage of development f) previous experiences.
		1.5 Explain how transitions may affect children and young people most at risk of exclusion or under- achievement.
		1.6 Explain why children and young people with disabilities or special educational needs may need additional support to manage transitions.
2.	Be able to recognise and respond to transitions in children and young people's lives.	2.1 Explain with examples the signs and indications that a child or young person is experiencing a transition in their life.
		2.2 Provide opportunities for children and young people to explore and discuss significant events and experiences that may impact on them.
		2.3 Identify signs of concern or distress in children or young people which may relate to a transitional experience.
		2.4 Recognise and take account of any signs of change in the attitude and behaviour of individual children or young people.
		2.5 Share information and concerns about children or young people with the appropriate person or agency according to the procedures of the setting.
3.	Be able to work with others to plan integrated support for children and young people going through transitions.	3.1 Explain the support available for children and young people going through transitions.
		3.2 Explain the legal frameworks, organisational procedures, and referral routes to ensure integrated working for children and young people going through transition.
		3.3 Use knowledge of individual children and young people to contribute to planning how to support them in managing transition.
		3.4 Comply with legal, organisational and ethical requirements relating to the exchange of information.
		3.5 Demonstrate respect for the role and expertise of other professionals in planning support for children and young people going through transitions.
4.		4.1 Work within the boundaries and protocols that govern

	Be able to support children and young people to manage transitions in their lives.		own role in supporting children or young people through transitions.
		4.2	Demonstrate ways of supporting children and young people to manage transitions in their lives.
		4.3	Provide support in a timely way to help children and young people to manage transitions and reach positive outcomes.
		4.4	Support children and young people to recognise and build on their strengths to manage change positively.
		4.5	Provide opportunities for children and young people to discuss the effects and results of transition.
		4.6	Explain when and how to refer children and young people to others within the setting or in other agencies should further support be necessary.

Assessment requirements:

This unit must be assessed in accordance with the TDA assessment principles.

Assessment criteria 2.2, 2.3, 2.4, 2.5, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4 and 4.5 must be assessed in the workplace.

Transition refers to any significant stage or experience in the life of a child or young person that can affect behaviour and/or development. Transitions include those that are common to all children and young people, such as moving school and puberty, and those that are particular only to some, such as bereavement.

Types of transitions include:
- emotional, affected by personal experiences, e.g. bereavement
- physical, e.g. moving to a new educational establishment, a new home/locality
- intellectual, e.g. moving from preschool to primary, or primary to secondary school
- physiological, e.g. puberty, long-term medical conditions.

Support available for children and young people going through transitions:
- within the setting
- from other agencies.

Referral routes:
- within the setting
- to other agencies.

Integrated working involves everyone supporting children, young people and families working together effectively to put them at the centre, meet their needs and improve their lives.

Supporting children and young people to manage transitions in their lives e.g.:
- encouraging children and young people to ask questions about transitions in their lives
- listening actively to what children and young people are saying about transitions in their lives
- communicating simple, reassuring messages about key transitions
- responding constructively to children and young people's concerns about transitions in their lives
- explaining situations fully and accurately; setting out what is happening and if possible and appropriate, the reasons for the changes.
- working with children and young people to explore possible actions to deal with new and challenging situations
- involving children and young people in making decisions
- summarising and confirming key points in discussions with children and young people.

Title:	Support young people in relation to sexual health and risk of pregnancy	
Unit reference number:	F/502/5242	
Level:	3	
Credit value:	2	
Guided learning hours:	10	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand the issues affecting young people in relation to sexual health and risk of pregnancy.	1.1	Explain the issues affecting young people in relation to sexual health and risk of pregnancy, including peer pressure, consensual relationships, readiness for sexual activity, contraception, sexually transmitted infections, and pregnancy options.
	1.2	Explain how age, maturity, ethnicity, culture, gender, and beliefs can affect attitudes and behaviour in relation to sexual activity, sexual health, and pregnancy.
	1.3	Explain the social, health, and educational risk factors associated with early sexual activity or teenage pregnancy.
2. Understand how to support young people in relation to sexual health and risk of pregnancy.	2.1	Describe relevant sources of information, guidance and support and the range of health services available for these young people.
	2.2	Explain how to support young people to identify their needs and priorities in relation to their sexual health and risk of pregnancy, in a way that is confidential, non-judgemental, and sensitive to their individual situation.
	2.3	Enable young people to make informed choices in relation to their identified needs and priorities.
	2.4	Describe the codes of practice, relevant professional guidance and/or organisational policies within which they are working and explain their implications for professional conduct, confidentiality and gaining consent.
Assessment requirements: N/A		

Title:	Support children and young people to make positive changes in their lives
Unit reference number:	M/600/9788
Level:	3
Credit value:	4
Guided learning hours:	27

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how to support children and young people to make positive changes in their lives.	1.1	Identify the factors that can impact on the lives of children and young people.
		1.2	Analyse the impact such factors can have on the lives of children and young people.
		1.3	Explain how individuals and agencies support children and young people to make positive changes in their lives.
2.	Be able to support children and young people to make positive changes in their lives.	2.1	Explain interventions that can be provided to support children and young people to make positive changes in their lives.
		2.2	Demonstrate engagement with children or young people to help them to identify actions that could be taken to support positive change.
		2.3	Work with a child or young person to develop an action plan to support positive changes in their lives.
3.	Be able to review support to children and young people to make positive changes in their lives.	3.1	Support children or young people to review and amend their action plan.
		3.2	Give examples from own practice of supporting children or young people to access further interventions.
		3.3	Reflect on own practice in supporting children or young people to make positive changes in their lives.

Assessment requirements:

LOs 2 and 3 must be assessed in a real work environment. Units need to be assessed in line with the skills for Care and Development Assessment Principles.

Title:		Support young people to develop, implement and review a plan of action
Unit reference number:		M/601/1329
Level:		3
Credit value:		3
Guided learning hours:		25
Learning outcomes The learner will:		Assessment criteria The learner can:
1.	Understand the importance for young people of developing a personal action plan for their future development needs.	1.1 Explain why young people should be encouraged to develop a personal action plan to support their future development.
		1.2 Evaluate the role of the support worker in encouraging young people to develop the action plan.
2.	Be able to support young people to develop an action plan.	2.1 Explain the preliminary and preparatory actions to take when supporting young people to develop an action plan.
		2.2 Demonstrate how young people are encouraged to identify their needs and aspirations.
		2.3 Demonstrate in own practice work with young people to identify and evaluate the range of options available to them.
		2.4 Demonstrate in own practice work with young people to develop an action plan.
3.	Be able to support young people to work towards implementation of their action plan.	3.1 Give examples from own practice of support required by young people implementing actions within their plan.
		3.2 Demonstrate how to give practical support for young people working towards implementation of actions within their plan.
4.	Be able to support young people to review and revise their action plan.	4.1 Explain why it is important for young people to review their progress against their action plan.
		4.2 Demonstrate in own practice how to review the action plan with young people.
5.	Be able to review own role in supporting the development and implementation of the young person's action plan.	5.1 Explain why it is important to review own contribution to the development and implementation of the young person's action plan.
		5.2 Evaluate own contribution to the process.

Assessment requirements:

Units need to be assessed in line with the Skills for Care and Development Assessment Principles. LOs 2, 3, 4 and 5 must be assessed in a real work environment.

Title:		Support young people who are socially excluded or excluded from school
Unit reference number:		R/502/5231
Level:		3
Credit value:		2
Guided learning hours:		10
Learning outcomes The learner will:		Assessment criteria The learner can:
1.	Understand the issues affecting young people who are socially excluded or excluded from school	1.1	Explain the issues that may affect young people who are excluded, including access to services or amenities, crime or anti-social behaviour, isolation or stigmatization.
		1.2	Explain the potential effects of exclusion on the health, safety, and well-being of these young people.
2.	Understand how to support young people who are socially excluded or excluded from school	2.1	Enable these young people to reflect on their own beliefs, concerns, and priorities to maintain their health, safety, and well-being.
		2.2	Describe the information, support, and community services that are available to support excluded young people.
		2.3	Encourage excluded young people to explore achievable options and to discuss the implications or consequences of those options for self, family, and significant others.
Assessment requirements: N/A		

Title:	Promote the wellbeing and resilience of children and young people
Unit reference number:	F/600/9780
Level:	3
Credit value:	4
Guided learning hours:	30
Learning outcomes The learner will:	Assessment criteria The learner can:

Learning outcomes		Assessment criteria	
1.	Understand the importance of promoting positive wellbeing and resilience of children and young people.	1.1	Explain the factors that influence the wellbeing of children and young people.
		1.2	Explain the importance of resilience for children and young people.
		1.3	Analyse effective ways of promoting wellbeing and resilience in the work setting.
		1.4	Describe ways of working with carers to promote wellbeing and resilience in children and young people.
2.	Understand how to support the development of children and young people's social and emotional identity and self-esteem in line with their age and level of understanding.	2.1	Explain why social and emotional identity are important to the wellbeing and resilience of children and young people.
		2.2	Explain how to support children and young people to identify with their own self-image and identity.
		2.3	Demonstrate how to encourage children and young people to recognise and value their own abilities, talents and achievements.
		2.4	Demonstrate how to support children and young people to be involved in decisions and have as much control as possible over their lives.
		2.5	Explain how goals and targets identified as part of the planning process contribute towards building the self-esteem of children or young people.
3.	Be able to provide children and young people with a positive outlook on their lives.	3.1	Demonstrate work with children or young people in a manner that is open, trustworthy, respectful, and reliable.
		3.2	Explain how a solution-focused approach will encourage children and young people to have a positive outlook on their lives.
		3.3	Support and encourage children and young people to respond positively to challenges and disappointments.
		3.4	Demonstrate ways to encourage and support children and young people to express their feelings, views, and hopes.
		3.5	Support children and young people to reflect on the impact of their own actions and behaviour.
4.	Be able to respond to the health needs of children and young people.	4.1	Support children and young people to recognise, value, and meet their health needs as appropriate to their age and level of understanding.
		4.2	Encourage children and young people to make positive choices about all of their health needs.
		4.3	Assess any risks or concerns to the health and wellbeing of children and young people and take appropriate action.
		4.4	Explain the importance of informing relevant people when there are concerns about a child or young person's health or wellbeing.

		4.5	Record concerns about a child or young person's health or wellbeing following recognised procedures.
Assessment requirements:			

LOs 3 and 4 must be assessed in a real work environment.
Units need to be assessed in line with the Skills for Care and Development Assessment Principles.

Title:	Develop interviewing skills for work with children and young people	
Unit reference number:	L/601/1337	
Level:	3	
Credit value:	3	
Guided learning hours:	21	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Understand the process of preparing for and planning the interviews.	1.1	Identify why it is important to plan for the interview.
	1.2	Explain the components of the interview planning process.
2. Be able to conduct the interview with individual children or young people.	2.1	Use appropriate communication skills to encourage the participation of and engagement with the child or young person.
	2.2	Provide any relevant information about the interview to the child or young person.
	2.3	Conduct the interview to achieve the desired outcomes.
	2.4	Record the details of the interview according to confidentiality and information sharing protocols.
3. Be able to implement interview follow-up procedures.	3.1	Identify the interview follow-up procedures.
	3.2	Implement interview follow-up procedures.
Assessment requirements: Units need to be assessed in line with the Skills for Care and Development Assessment Principles. LO2 and 3 must be assessed in a real work environment.		

Title:		Improving the attendance of children and young people in statutory education
Unit reference number:		M/601/1377
Level:		3
Credit value:		5
Guided learning hours:		40
Learning outcomes The learner will:		Assessment criteria The learner can:
1.	Understand the factors that impact on the attendance of children and young people in statutory education.	1.1	Explain the factors that can affect the attendance of children and young people in statutory education.
		1.2	Explain how the factors that affect attendance of children and young people in statutory education can be minimized.
2.	Understand the role of individuals and agencies in improving attendance of children and young people in statutory education.	2.1	Evaluate the role of different agencies in improving the attendance of children and young people in statutory education.
		2.2	Explain the role of key individuals in improving whole school attendance.
		2.3	Explain strategies that can be used to improve the attendance of individual children and young people and whole school attendance.
3.	Be able to use attendance data to inform strategies and plans to improve attendance of children and young people in statutory education.	3.1	Obtain data on attendance of children and young people in statutory education.
		3.2	Analyse data to identify patterns of attendance of children and young people in statutory education.
		3.3	Store data records in compliance with all organisational and legislative requirements.
		3.4	Use data to contribute to the development of strategies and plans to improve attendance and reduce persistent absence.
4.	Be able to support work with children, young people and families to improve attendance according to role and responsibilities.	4.1	Support engagement with children, young people and their families to address attendance issues.
		4.2	Demonstrate in own practice ability to support planning and monitoring activities to improve attendance.
		4.3	Liaise effectively with other agencies to improve attendance of children and young people in statutory education.

Assessment requirements:

Units need to be assessed in line with the Skills for Care and Development Assessment Principles. LOs 3 and 4 must be assessed in a real work environment.

Title:		Facilitate the learning and development of children and young people through mentoring	
Unit reference number:		T/601/1381	
Level:		3	
Credit value:		4	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how to facilitate the learning and development needs of children and young people through mentoring.	1.1	Explain the interpersonal and communication skills required to facilitate the learning and development needs of children and young people.
		1.2	Explain how different learning styles and methods impact the learning and development of children and young people.
2.	Be able to support children and young people to address their individual learning and development needs.	2.1	Support children or young people to express their goals and aspirations.
		2.2	Support children or young people to identify ways of removing barriers to achievement.
		2.3	Develop an action plan to address individual learning and development needs of children or young people.
3.	Be able to promote the wellbeing, resilience, and achievement of individual children and young people through mentoring.	3.1	Explain the importance of promoting the wellbeing, resilience, and achievement of children and young people through mentoring.
		3.2	Demonstrate mentoring strategies and activities with children or young people that support their wellbeing and resilience.
4.	Be able to review the effectiveness of the mentoring process.	4.1	Assess the progress of individual children or young people against their action plans, suggesting improvements.
		4.2	Evaluate the effectiveness of the mentoring process in facilitating the learning and development of the individual children or young people.
Assessment requirements: Units need to be assessed in line with the Skills for Development Assessment Principles. Learning outcomes 2, 3, and 4 must be assessed in a real work environment.			

Title:	Provide information and advice to children and young people
Unit reference number:	A/601/1334
Level:	3
Credit value:	3
Guided learning hours:	22

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the role of practitioners in providing information and advice to children and young people.	1.1	Explain the importance of providing accurate and up to date information and advice to children and young people.
		1.2	Explain the role of practitioners in providing impartial information and advice to children and young people.
2.	Be able to establish and address the information and advice needs of children and young people.	2.1	Encourage the participation of and engagement with children and young people to establish their information and advice needs.
		2.2	Select information from appropriate sources that will best meet the needs of the young person.
		2.3	Verify the accuracy and currency of information before presenting it to the young person.
		2.4	Explain approaches to managing situations when the child and young person's choices are different from those of their carers.
3.	Be able to provide children and young people with appropriate information and advice to enable them to make informed choices.	3.1	Explain why it is important to provide opportunities for children and young people to make informed choices.
		3.2	Evaluate with the young person the choices available to them.
		3.3	Demonstrate in own practice how to check that the young person has understood the range of options available to them.
		3.4	Record the interaction with the young person following all organisational procedures and legal requirements.
Assessment requirements: Units need to be assessed in line with the Skills for Care and Development Assessment Principles. LOs 2 and 3 must be assessed in a real work environment.			

Optional Units – B5 (Supporting the wider work of the school)

Title:	Organise travel for children and young people
Unit reference number:	H/601/8357
Level:	3
Credit value:	2
Guided learning hours:	12
Learning outcomes The learner will:	Assessment criteria The learner can:

1.	Understand the policy and procedures for organising children and young people's travel outside of the setting.	1.1	Explain the organisational and legal requirements for children and young people's travel outside of the setting.
		1.2	Explain the organisational procedures for organising children and young people's travel.
		1.3	Explain the factors to bear in mind when organising travel for children and young people.
		1.4	Explain the importance of the children, young people and adults involved having complete and accurate information about travel arrangements in good time.
		1.5	Explain the contingency arrangements appropriate to the issues that may arise when children and young people are travelling.
2.	Be able to make travel arrangements.	2.1	Plan travel arrangements that are appropriate to the requirements of the journey and the needs of the participants.
		2.2	Carry out a risk assessment for the journey illustrating how its implementation will reduce risk.
		2.3	Plan travel arrangements that are safe and take account of the likely conditions during the journey.
		2.4	Develop contingency plans appropriate to the issues that may arise when children and young people are travelling.
		2.5	Make travel arrangements that balance: a) efficiency b) cost-effectiveness c) comfort d) concern for the environment.
		2.6	Provide relevant people with clear, correct and up-to-date information about the travel arrangements in good time.
		2.7	Comply with all relevant organisational and legal requirements for the journey.

Assessment requirements:

This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 and 2.7 must be assessed in the workplace.

Factors e.g.:

- age of the children or young people
- children or young people with additional needs
- health, safety and security
- risk assessment
- environmental conditions
- adult/child ratio requirements
- distance and duration of journeys
- cost and convenience.

Travel arrangements as appropriate to the journey e.g.:

- method of transport
- route
- departure and arrival times
- stages in the journey
- food and drink
- comfort and hygiene
- overnight accommodation
- supervision and support.

Transport of equipment and belongings. Journeys:

- on foot
- in an organisation/hired vehicle
- public transport.

Participants e.g.:

- staff
- other adults eg parent helpers
- children and young people

Relevant people e.g.:
- children, young people and adults undertaking the journey
- parents/guardians/carers of children and young people undertaking the journey
- senior manager in the setting with overall responsibility for travel outside of the setting
- relevant programme leader e.g. for work experience
- office staff.

Title:		Supervise children and young people on journeys, visits and activities outside of the setting
Unit reference number:		H/601/8360
Level:		3
Credit value:		3
Guided learning hours:		15
Learning outcomes The learner will:		Assessment criteria The learner can:
1.	Understand the policy and procedures for supervising children and young people on journeys, visits, and activities outside of the setting.	1.1 Explain the organisational and legal requirements for supervising children and young people on journeys, visits, and activities outside of the setting.
		1.2 Explain the importance of children, young people, and adults involved having complete and accurate information about travel arrangements in good time.
		1.3 Describe typical preparations that children and young people and those accompanying them would have to make for the range of journeys, visits, and off-site activities undertaken.
		1.4 Explain the contingency arrangements appropriate to the issues that may arise when children and young people are on journeys, visits, and activities outside of the setting.
2.	Be able to prepare for journeys, visits, and activities outside of the setting.	2.1 Obtain information about the children and young people involved in the journey, visit, or activity.
		2.2 Clarify and confirm details of the travel arrangements with the person responsible for organising the journey, visit, or activity.
		2.3 Obtain the necessary resources for the journey, visit, or activity.
3.	Be able to supervise children and young people on journeys outside of the setting.	3.1 Take reasonable action to enable the timely departure and arrival of children and young people.
		3.2 Escort children and young people in a safe manner using the agreed route and method of transport.
		3.3 Respond to the needs of individual children and young people and offer help when required.
		3.4 Encourage children and young people to look after themselves and their belongings during travel.
		3.5 Check that all children and young people are accounted for throughout the journey.
		3.6 Deal with any issues arising during the journey in ways that maintain the safety, security, and comfort of participants.
4.	Be able to supervise children and young people during visits and activities outside of the setting	4.1 Check that children and young people are prepared for the visit and/or activities.
		4.2 Maintain the safety, well-being and acceptable behaviour of children and young people during the visit and/or activities.
		4.3 Encourage and support children and young people to: a) maintain the safety and security of equipment and belongings b) show respect for the environment c) finish activities on time

				d)	return equipment and materials to the appropriate place at the end of the visit and/or activities.
			4.4		Check that all children and young people are accounted for throughout the visit and/or activities.
			4.5		Deal with any issues arising during the visit and/or activities in ways which maintain the safety, security and comfort of participants.
			4.6		Take reasonable action to enable children and young people to be ready for departure at the agreed time.

Assessment requirements:

This unit must be assessed in accordance with the TDA assessment principles.

Assessment criteria 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4 and 4.6 must be assessed in the workplace. Simulation may be used for assessment criteria 3.6 and 4.5.

Journeys:
- on foot
- in an organisation/hired vehicle
- public transport.

Visits e.g.:
- local outings
- residential trips
- visits abroad

Activities outside of the setting e.g.:
- community-based projects
- field studies
- cultural activities
- sports, recreation and outdoor activities.

Issues e.g.:
- accident
- missing person(s)
- illness
- late departure or arrival
- transport problems
- loss of equipment or belongings.

Information about the children and young people to be supervised e.g.:
- number of children and young people
- names of the children and young people
- the age of the children and young people
- any additional needs of the children or young people involved.

Travel arrangements as appropriate to the journey e.g.:
- method of transport
- route
- departure and arrival times
- stages in the journey
- food and drink

- comfort and hygiene
- overnight accommodation
- supervision and support
- transport of equipment and belongings.

Resources e.g.:
- travel documents
- first aid kit
- equipment.

Participants e.g.:
- children and young people
- staff
- other adults eg parent helpers.

Title:	Monitor and maintain curriculum resources
Unit reference number:	D/601/8342
Level:	3
Credit value:	3
Guided learning hours:	14

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the organisational policy and procedures for maintaining curriculum resources.	1.1	Explain the organisational policy and procedures for maintaining curriculum resources.
		1.2	Explain where to get information and advice about: a) curriculum resources appropriate to the needs of learners in the setting b) use of curriculum resources c) suppliers d) maintenance of curriculum resources.
		1.3	Explain the importance of meeting agreed timescales and budget for the supply of curriculum resources.
2.	Be able to establish requirements for curriculum resources.	2.1	Explain how resources in own area of responsibility are used to support teaching and learning.
		2.2	Liaise with teachers regarding their lesson plans and anticipated resource needs.
		2.3	Establish requirements for the range and quantity of curriculum resources needed to support curriculum delivery in own area of responsibility.
		2.4	Identify any specific requirements in relation to the resources required.
		2.5	Monitor the demand for and use of resources to identify areas for improving quality, supply and suitability.
3.	Be able to maintain supplies of curriculum resources.	3.1	Evaluate a range of possible resources and suppliers to meet future requirements for curriculum resources.
		3.2	Identify the resources that provide best value in terms of suitability, cost and organisational requirements.
		3.3	Demonstrate ways to ensure that resources meet the specific requirements of users.
		3.4	Comply with organisational procedures for: a) obtaining authorisation to purchase resources b) ordering materials and equipment c) maintaining records of orders and deliveries.
		3.5	Track orders and deliveries of materials and equipment.
		3.6	Take appropriate action in response to any delivery problems.
4.	Be able to monitor stocks of curriculum resources.	4.1	Demonstrate ways of storing stock safely and securely, ensuring effective stock rotation where appropriate.
		4.2	Carry out regular stock checks to monitor and maintain the availability of resources.
		4.3	Maintain a complete and accurate inventory of resources in own area of responsibility.
		4.4	Demonstrate ways of keeping relevant people informed of stock availability.
5.	Be able to maintain curriculum resources.	5.1	Carry out regular inspections of resources in line with legal, regulatory, and organisational requirements.

		5.2	Carry out routine cleaning and maintenance of resources in accordance with organisational requirements and manufacturers' instructions where applicable.
		5.3	Inform relevant people when there is a problem with maintaining resources.
		5.4	Dispose of waste and redundant resources safely, making maximum use of opportunities for recycling materials and equipment.
		5.5	Work safely at all times, complying with health, safety, and environmental regulations and guidelines.
6.	Be able to prepare and issue curriculum resources.	6.1	Prepare resources for use as requested by relevant people.
		6.2	Demonstrate ways of ensuring users are aware of relevant health and safety guidance when issuing resources.
		6.3	Maintain accurate records of resources issued.

Assessment requirements:

This unit must be assessed in accordance with the TDA assessment principles.

Assessment criteria 2.2, 2.3, 2.4, 2.5, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2 and 6.3 must be assessed in the workplace.

Policy and procedures for maintaining curriculum resources including:
- storage and security of curriculum resources
- authorising purchases of curriculum resources
- ordering materials and equipment
- stock control
- managing materials with a limited shelf-life
- health and safety
- requirements for handling and storage of hazardous materials and/or equipment
- recycling and sustainable development
- waste disposal.

Curriculum resources: materials, equipment (including ICT), software, books and other written materials, DVDs, etc, that are required to support teaching and learning in a subject/curriculum area.

Specific requirements: particular requirements in relation to curriculum resources, such as:
- quality
- timescale
- special features
- cost
- linguistic demand
- cultural focus.

Users: the people who will use the materials to support learning, including teachers, support staff and learners.

Delivery problems e.g.:
- non-receipt of orders
- late delivery of orders
- damaged items
- missing items
- incorrect items.

Relevant people: those who use or manage curriculum resources including teachers, heads of departments, subject leaders, senior managers, bursar, and other support staff.

Title:	Invigilate tests and examinations
Unit reference number:	Y/601/7416
Level:	3
Credit value:	3
Guided learning hours:	19

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand policy and procedures for the conduct of tests and examinations.	1.1	Explain the centre's tests and examinations policy.
		1.2	Explain the procedures and regulations for the conduct of external examinations and any inspection procedures related to this.
		1.3	Explain the sorts of access arrangements that may be required for candidates with additional needs.
		1.4	Explain the centre's procedures for responding to health, safety, and security emergencies during a test or examination.
		1.5	Explain the reasons why a candidate may need to be supervised between tests and examinations.
2.	Be able to prepare for tests and examinations.	2.1	Demonstrate the correct procedures for setting up an examination room.
		2.2	Identify and obtain supplies of authorised stationery and materials including the correct test or examination papers.
		2.3	Explain and demonstrate arrangements for the safe custody of question papers and other test or examination materials.
		2.4	Identify and comply with any specific requirements for the test or examination and/or the candidates involved.
		2.5	Identify and check any emergency communication system if available.
3.	Be able to prepare candidates for tests and examinations.	3.1	Explain the importance of having the examination room ready to admit candidates at the scheduled time.
		3.2	Demonstrate the correct procedures for admitting candidates into the room.
		3.3	Perform the necessary checks for: a) verifying the identity of the candidates b) ensuring that no inadmissible equipment or materials are brought into the examination room c) confirming candidates are seated according to the seating plan d) ensuring that candidates have the correct papers and materials.
		3.4	Explain the procedures for dealing with: a) candidates who are not on the test or examination attendance list b) candidates who arrive late for a test or examination.
4.	Be able to implement invigilation requirements.	4.1	Explain the importance of ensuring all rules and regulations relating to the conduct of tests and examinations are strictly applied and followed.
		4.2	Give clear and unambiguous instructions to candidates at

			the start of tests and examinations.
		4.3	Demonstrate the correct procedures for completing an attendance register including specific requirements for candidates who are: a) withdrawn from a test or examination not on the register b) late for a test or examination c) absent from a test or examination.
		4.4	Apply the centre's procedures for dealing with: a) queries from candidates b) disruptive behaviour or irregular conduct c) candidates who want or need to leave the examination room during the test or examination.
5.	Be able to end tests and examinations.	5.1	Demonstrate the correct procedures for ending tests and examinations including: a) collecting papers b) allowing candidates to leave the examination room c) completing test and examination records.
		5.2	Differentiate between ending tests and examinations when: a) all candidates are due to finish their test or examination at the same time b) some candidates are still engaged in a test or examination.

Assessment requirements:

This unit must be assessed in accordance with the TDA assessment principles.

Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 4.2, 4.3, 4.4, 5.1 and 5.2 must be assessed in the workplace.

Access arrangements: the arrangements made by the centre and agreed by the awarding body, if appropriate, for candidates with additional needs, e.g. reading assistance, scribe, sign interpreter.

Setting up an examination room includes:
- the required number and positioning of desks/workstations
- display of notices
- clock
- centre number
- instructions for candidates
- seating plan
- attendance register
- health and safety arrangements
- environmental conditions such as heating, lighting, ventilation, and the level of outside noise.

Specific requirements for the test or examination and/or the candidates involved e.g.:
- further guidance
- erratum notices
- supervision of individual candidates between tests or examinations
- access arrangements.

Title:	Maintain learner records
Unit reference number:	Y/601/8338
Level:	3
Credit value:	3
Guided learning hours:	12

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the organisational policy and procedures for maintaining learner records.	1.1	Explain the organisational policy for maintaining learner records.
		1.2	Explain own role in maintaining learner records and how this relates to the roles of others in the setting.
		1.3	Explain with examples the difference between different types of information.
		1.4	Explain the importance of: a) updating records on a regular basis b) checking the validity and reliability of information.
		1.5	Describe with examples the sorts of information which may indicate potential problems with individual learners and what action to take in response to these.
2.	Maintain learner records.	2.1	Obtain information needed to update learner records from valid and reliable sources.
		2.2	Check information for completeness, relevance and validity.
		2.3	Raise any concerns about the information with the relevant people.
		2.4	Update learner records at agreed time intervals.
		2.5	Ensure that learner records are accurate, complete and up-to-date.
		2.6	Maintain confidentiality according to organisational and legal requirements.
3.	Maintain the safety and security of learner records.	3.1	Return learner records promptly to the correct place after use.
		3.2	Comply with organisational procedures for storage and security of learner records.
		3.3	Report actual or potential breaches to the security of learner records to the appropriate person.
4.	Share information with those authorised to receive it.	4.1	Explain the importance of information sharing, how it can help and the dangers of not doing so.
		4.2	Explain how the Data Protection Act can be a tool to enable and encourage information sharing.
		4.3	Assess the relevance and status of information.
		4.4	Comply with legal and organisational requirements for information sharing.

Assessment requirements:

This unit must be assessed in accordance with the TDA assessment principles.

Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 4.3 and 4.4 must be assessed in the workplace.

Policy for maintaining learner records, including:
- what information is recorded
- the frequency of updating needed for different types of record
- confidentiality requirements
- data protection
- information sharing
- storage and security of learner records
- how long records are kept
- what records are transferred and to whom
- how records are transferred or disposed of.

Learner records: the information about learners that is recorded and stored by the setting, such as:
- activity records e.g. in relation to programmes of study, schemes of work, assignments
- assessment records
- learner progress records and reports
- off-site activities e.g. educational visits, work experience
- registers e.g. for attendance, school meals.

Learner records may be paper-based or electronic.

Roles of others in relation to learner records e.g.:
- those who provide data or information to be included in learner records
- those who contribute to maintaining learner records
- those who use information stored in learner records.

Types of information e.g.:
- confidential
- personal data
- sensitive personal data.

Potential problems with individual learners in relation to e.g.:
- progress made
- health and wellbeing
- child protection
- attendance.

Concerns relating to e.g.:
- the validity of information
- the reliability of information
- the sufficiency of information
- the wider implications of the information (e.g. attendance patterns, child protection concerns).

Relevant people e.g.:
- teachers
- head of subject/year group
- special educational needs coordinator

- programme coordinator
- senior management
- designated person for child protection
- Education Welfare Officer
- office staff.

Return learner records to the correct place after use includes using the correct filing protocols for electronic records.

Status of information e.g.:
- whether it is observation or opinion
- where an individual is at risk of harm
- where there is a legal obligation to disclose
- where consent for sharing information has been given
- where consent for sharing information is not required.

Title:	Assist in the administration of medication
Unit reference number:	A/601/9420
Level:	2
Credit value:	4
Guided learning hours:	25
Learning outcomes The learner will:	Assessment criteria The learner can:

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Know the current legislation, guidelines and policies relevant to the administration of medication.	1.1	Identify the current national legislation and guidelines relevant to the administration of medication.
		1.2	Outline the organisational policies for the management and administration of medication.
2.	Understand own role in assisting in the administration of medication.	2.1	Describe own responsibilities and accountability in relation to assisting with the administration of medication.
		2.2	Explain the importance of working under the direction of a qualified health professional when assisting with the administration of medication.
		2.3	Explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence.
3.	Understand the requirements and procedures for assisting in the administration of medication.	3.1	Explain the purpose and significance of the information which should be provided on the label of a medication.
		3.2	Describe the different routes for the administration of medication.
		3.3	Describe the types, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility.
		3.4	Describe the various aids which can be used to help individuals take their medication.
		3.5	Explain the importance of applying standard precautions for infection control and the potential consequences of poor practice.
		3.6	Explain why medication should only be administered against the individual's medication administration record and consistent with the prescriber's advice.
4.	Understand the requirements and procedures for ensuring patient safety.	4.1	Explain the importance of identifying the individual for whom the medications are prescribed.
		4.2	Explain the importance of confirming the medication against the prescription/protocol with the person leading the administration before administering it.
5.	Be able to prepare for the administration of medication	5.1	Obtain or confirm valid consent for the administration of medication.
		5.2	Apply standard precautions for infection control.
		5.3	Select, check, and prepare the medication according to the medication administration record or medication information leaflet.
		5.4	Explain the importance of referring confusing or incomplete instructions back to person leading the administration or the pharmacist.
		5.5	Check and confirm the identity of the individual who is to receive the medication with the person leading the

			activity and with the individual themselves before the medication is administered.
6.	Be able to assist in the administration of medication	6.1	Contribute to administering the medication to the individual using the correct technique and at the prescribed time according to the care plan.
		6.2	Assist the individual to be as self-managing as possible.
		6.3	Explain the importance of seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication.
		6.4	Monitor the individual's condition throughout the administration process.
		6.5	Explain the kinds of adverse effects that may occur and the appropriate action to take.
		6.6	Check and confirm that the individual actually takes the medication and does not pass medication to others.
7.	Be able to contribute to the management of medications and administration records	7.1	Explain the importance of keeping accurate and up- to-date records of the administration of medication.
		7.2	Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely.
		7.3	Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage.
		7.4	Maintain the confidentiality of information relating to the individual at all times.
		7.5	Check the stock level of medications and take appropriate action to obtain new stocks when required.

Assessment requirements:

N/A

Title:	Lead an extra-curricular activity
Unit reference number:	A/601/8333
Level:	3
Credit value:	3
Guided learning hours:	16

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the aims and requirements of the extra-curricular activity.	1.1	Explain the aims and content of the extra-curricular activity.
		1.2	Explain the values or codes of practice relevant to the activity.
		1.3	Explain the requirements for health and safety that are relevant to the activity.
2.	Be able to prepare for leading an extra-curricular activity.	2.1	Select equipment and resources for the extra- curricular activity.
		2.2	Prepare equipment and resources for the activity.
		2.3	Prepare the environment for the safe conduct of the activity.
		2.4	Dress appropriately for the planned activity.
3.	Be able to prepare children and young people for an extra-curricular activity.	3.1	Interact with children and young people in a way that makes them feel welcome and at ease.

		3.2	Comply with organisational procedures for:
			   a) checking the children and young people are present
			   b) making sure children and young people's dress and equipment are safe and appropriate.

		3.3	Provide children and young people with information about the activity.
		3.4	Find out if the children and young people have any relevant experience and/or skills.

		3.5	Use skills and techniques for ensuring the children and young people:
			   a) understand the activity and what they will be doing
			   b) are mentally and physically prepared for the planned activity
			   c) are motivated to take part without putting undue pressure on them.

4.	Be able to lead an extra-curricular activity.	4.1	Develop the activity at a pace suited to the children and young people and in a way that meets its aims.
		4.2	Give the children and young people clear and supportive feedback at appropriate points.
		4.3	Provide the children and young people with additional explanations and demonstrations when necessary.
		4.4	Encourage the children and young people to say how they feel about the activity and respond to their feelings appropriately.
		4.5	Vary the activity to meet new needs and opportunities.
		4.6	Prepare children and young people to finish their activities.
5.	Be able to review and improve extra-curricular activities	5.1	Work with children and young people to review the activity.

| | | 5.2 | Support the children and young people to identify what learning they can transfer to areas of their school curriculum and other areas of their life. |
| | | 5.3 | Use feedback from the children and young people to reflect on and improve own contribution to extra-curricular activities. |

Assessment requirements:

This unit must be assessed in accordance with the TDA assessment principles.

Assessment criteria 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1 and 5.2 must be assessed in the workplace.

Extra-curricular activities are activities that are held outside of normal school hours that can benefit the development of children and young people e.g.:

- study support
- play and recreation
- fitness classes
- drama
- sport
- music
- arts, crafts and other special interest clubs
- volunteering and business and enterprise activities
- Duke of Edinburgh Award scheme.

Requirements for health and safety e.g.:
- the health and safety policies and procedures of the setting
- Duty of Care
- Health and Safety at Work Act
- requirements for activities in the scope of the national governing bodies for sports.

Information about the activity e.g.:
- aims and content of the session
- how long the session will last
- details of any future sessions
- any health and safety issues
- rules for behaviour
- skills and techniques
- use of equipment.

Mentally and physically prepared:
- participants being able to undertake the activity without unnecessary physical or emotional stress or risk of injury.

Title:		Work in partnership with parents to engage them with their children's learning and development in school	
Unit reference number:		A/602/1846	
Level:		3	
Credit value:		6	
Guided learning hours:		31	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand barriers to learning and strategies/techniques to address them and encourage children with their learning.	1.1	Summarise barriers to learning.
		1.2	Explain strategies/ techniques which address barriers to learning.
		1.3	Explain how working in partnership with parents, agencies and others can help to address barriers to learning.
		1.4	Explain how parents can support and encourage their children in their learning.
2.	Be able to support parents to identify and overcome barriers to their children's learning.	2.1	Identify barriers to learning which children and young people may experience.
		2.2	Use strategies to support parents in dealing with: a) economic and social factors which may impact on their children's engagement with learning. b) family wellbeing and health issues.
		2.3	Work in partnership with parents to identify: a) reasons for absence from school b) ways of helping their children to attend school more regularly.
		2.4	Work in partnership with parents, agencies and others to address and overcome their children's barriers to learning.
3.	Be able to help parents in developing effective techniques to support and encourage children with their learning.	3.1	Use strategies to develop parents' understanding of the importance of their role in their children's learning.
		3.2	Support parents to use strategies to encourage their children's motivation and self esteem.
		3.3	Support parents in developing approaches that will encourage and facilitate their children's learning.
		3.4	Support parents in developing strategies to encourage and facilitate their children's full participation in school.
4.	Be able to support parents and their children through transitions to ensure continual engagement with schools and learning.	4.1	Provide continuity of support to children or young people and their parents during transition between educational establishments and phases of education.
		4.2	Provide support to help parents and children or young people deal with significant family transitions.
		4.3	Explain the stages of child and young person development.
		4.4	Provide support to parents in relation to the stages of child and young person development.
5.	Be able to facilitate positive relations and effective dialogue between parents and school staff.	5.1	Support parents in understanding the education system.
		5.2	Support parents in understanding their own and their children's rights and responsibilities in the education system.
		5.3	Work with parents to extend their understanding of the ethos and expectations of their children's school.
		5.4	Work with parents to overcome personal anxieties about education and schools.

| | | 5.5 | Use strategies to facilitate positive relationships between parents and school staff. |
| | | 5.6 | Work with school staff to extend their understanding of parents' and children and young people's:
   a) personal and social contexts
   b) rights and responsibilities with regards to compulsory education. |

Assessment requirements:

Factors that can cause barriers to learning include:
- emotional
- physical
- economic
- social and cultural
- language
- specific learning difficulties.

Practitioners may also use data analysis and tracking in partnership with the school to monitor pupils' engagement with learning (attendance, performance against predictions, etc).

Others e.g.:
- teachers
- learning mentor
- SENCO
- other professionals eg educational psychologist
- Behaviour Education and Support Team.

Economic and social factors which may impact on their children's engagement with learning include:
- joblessness
- poverty
- housing issues
- a child living between locations (e.g. periods with each parent when separated)
- family lifestyle
- peer group pressures and influences.

Family wellbeing and health issues include:
- the level of family coherence
- parenting
- relationships within the family
- health and illness issues within the family (e.g. young carer role, member of family hospitalised)
- bereavement.

Economic and social factors and family wellbeing and health issues may be temporary or long term. Strategies to encourage their children's motivation and self-esteem e.g.:
- providing an environment (through age-appropriate toys, activities, etc.) that allows children and young people to freely explore and to see the effect of their actions
- encouraging children and young people to make choices for themselves
- allowing children and young people time to complete activities without interruption
- resisting the urge to interfere or help with activities
- allowing children and young people to be as independent as possible taking account of their age and abilities

- providing opportunities for children/young people and adults to work together on activities
- providing situations that give children and young people an acceptable challenge
- giving children and young people opportunities to evaluate their own achievements
- listening carefully to children and young people, and encouraging them to communicate their needs and ideas
- giving praise for children and young people's efforts, persistence and achievements
- avoiding excessive rewards which undermine children and young people's ability to value themselves.

Strategies to encourage and facilitate their children's full participation in school, e.g.:
- developing positive home learning environments (work space and facilities, encouragement, supporting learning, access to materials, etc)
- establishing routines (getting up times, breakfast, travel to school, "homework times", etc)
- encouraging engagement in after school clubs and support provision (e.g. learning mentors, tutoring opportunities, sports and recreational opportunities).

Educational establishments and phases of education:
- early years to primary to secondary to post 16 (school or college) and beyond
- first to middle to high school (where three tier systems are in place)
- transition from school year to year, or from "pre GCSE focus years to GCSE focus years, for examples (traditionally from year 9 to 10, though there are opportunities for earlier and phased transition)
- transition from first to middle to high schools where they exist.

Significant family transitions such as:
- bereavement
- family break-up
- ill-health
- moving home
- additions to the family
- redundancy
- loss of family home.

Stages of child and young person development: development stages experienced by children and young people as they grow and mature including:

- physical
- communication
- intellectual/cognitive
- social, emotional and behavioural
- moral.

Rights and responsibilities with regards to compulsory education:

Attendance requirements, access to information and support, access to schools, progression through phases of education etc.

Optional Units – B6 (Working with colleagues)

Title:	Team working
Unit reference number:	A/501/5163
Level:	3
Credit value:	3
Guided learning hours:	23

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to plan collaborative work with others.	1.1	Describe the skills needed to work well in a team.
		1.2	Agree objectives for working together and identify what needs to be done to achieve them.
		1.3	Share relevant information to help agree roles and responsibilities.
		1.4	Agree suitable working arrangements with other team members.
2.	Be able to develop and maintain co-operative ways of working to achieve agreed objectives.	2.1	Organise and complete own tasks to agreed standards and timescales.
		2.2	Seek ways to work co-operatively, such as ways to resolve conflict and ways to maintain open communication.
		2.3	Share accurate information on progress and agree changes where necessary to achieve objectives.
3.	Be able to review work with others and agree ways of improving collaborative work in the future.	3.1	Provide a detailed account of what went well and less well from own point of view.
		3.2	Identify factors influencing the outcome of working with others, including own role.
		3.3	Explain how improved interpersonal skills could contribute to the effectiveness of group/teamwork in the future.
Assessment requirements: N/A			

Title:		Work with other practitioners to support children and young people
Unit reference number:		R/601/8368
Level:		3
Credit value:		3
Guided learning hours:		15
Learning outcomes The learner will:		Assessment criteria The learner can:
1.	Understand multi-agency and integrated working.	1.1 Explain the importance of multi-agency working and integrated working for supporting children and young people.
		1.2 Identify the external agencies and professionals who contribute to supporting children and young people in the setting.
		1.3 Explain the roles and responsibilities of other professionals within and external to the setting that impact on own working practice.
		1.4 Explain own role in different group situations including multi-agency and integrated working.
		1.5 Explain the importance of respecting: a) the contribution of other professionals to supporting children and young people b) own and others' professional boundaries c) the skills and expertise of other professionals.
		1.6 Explain the policy and procedures of the setting for making and maintaining contact with external agencies and professionals.
2.	Be able to maintain working relationships with other practitioners.	2.1 Provide information to assist other practitioners in their role in accordance with the policies and procedures of the setting.
		2.2 Share information, which is complete, accurate and within the boundaries of own role and responsibilities.
		2.3 Explain when and why another practitioner should be referred to other sources of information, advice or support within the setting.
		2.4 Interact with other practitioners in a manner likely to promote trust and confidence in the relationship.
		2.5 Use opportunities to extend personal contact with other practitioners and make direct observation of their particular expertise.
		2.6 Provide advice, information, and demonstrations to assist other practitioners to develop knowledge and skills relevant to their roles.
3.	Be able to work in partnership with other practitioners.	3.1 Respond to other practitioners' requests for information and support in a manner that demonstrates a willingness to cooperate.
		3.2 Clearly explain to other practitioners any factors limiting your ability to cooperate.
		3.3 Use knowledge of the children and young people to contribute to the planning and implementation of joint actions.
		3.4 Carry out agreed commitments to undertake work in

			partnership with other practitioners.
		3.5	Seek and make use of opportunities to draw upon the skills and knowledge of other practitioners in support of own role.

Assessment requirements:

This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2.1, 2.2, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4 and 3.5 must be assessed in the workplace.

Practitioners: colleagues within the setting or contacts from external organisations whose work impacts on own role.

Title:	Plan, allocate and monitor work of a team	
Unit reference number:	Y/600/9669	
Level:	3	
Credit value:	5	
Guided learning hours:	25	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Be able to plan work for a team.	1.1	Agree team objectives with own manager.
	1.2	Develop a plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team.
2. Be able to allocate work across a team.	2.1	Discuss team plans with a team.
	2.2	Agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members.
	2.3	Agree standard of work required by team.
3. Be able to manage team members to achieve team objectives.	3.1	Support all team members in order to achieve team objectives.
4. Be able to monitor and evaluate the performance of team members.	4.1	Assess team members' work against agreed standards and objectives.
	4.2	Identify and monitor conflict within a team.
	4.3	Identify causes for team members not meeting team objectives.
5. Be able to improve the performance of a team.	5.1	Identify ways of improving team performance.
	5.2	Provide constructive feedback to team members to improve their performance.
	5.3	Implement identified ways of improving team performance.
Assessment requirements: N/A		

Title:	Provide leadership and direction for own area of responsibility	
Unit reference number:	T/600/9601	
Level:	4	
Credit value:	5	
Guided learning hours:	30	
Learning outcomes The learner will:	Assessment criteria The learner can:	
1. Be able to lead in own area of responsibility.	1.1	Identify own strengths and ability to lead in a leadership role.
	1.2	Evaluate strengths within own area of responsibility.
2. Be able to provide direction and set objectives in own area of responsibility.	2.1	Outline direction for own area of responsibility.
	2.2	Implement objectives with colleagues that align with those of the organisation.
3. Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement.	3.1	Communicate the agreed direction to individuals within own area of responsibility.
	3.2	Collect feedback to inform improvement.
4. Be able to assess own leadership performance.	4.1	Assess feedback on own leadership performance.
	4.2	Evaluate own leadership performance.
Assessment requirements: N/A		

Title:		Set objectives and provide support for team members	
Unit reference number:		M/600/9600	
Level:		3	
Credit value:		5	
Guided learning hours:		35	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to communicate a team's purpose and objectives to the team members.	1.1	Describe the purpose of a team.
		1.2	Set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).
		1.3	Communicate the team's purpose and objectives to its members
2.	Be able to develop a plan with team members showing how team objectives will be met.	2.1	Discuss with team members how team objectives will be met.
		2.2	Ensure team members participate in the planning process and think creatively.
		2.3	Develop plans to meet team objectives.
		2.4	Set SMART personal work objectives with team members.
3.	Be able to support team members identifying opportunities and providing support.	3.1	Identify opportunities and difficulties faced by team members.
		3.2	Discuss identified opportunities and difficulties with team members.
		3.3	Provide advice and support to team members to overcome identified difficulties and challenges.
		3.4	Provide advice and support to team members to make the most of identified opportunities.
4.	Be able to monitor and evaluate progress and recognise individual and team achievement.	4.1	Monitor and evaluate individual and team activities and progress.
		4.2	Provide recognition when individual and team objectives have been achieved.
Assessment requirements: N/A			

Title:	Support learning and development within own area of responsibility
Unit reference number:	M/600/9676
Level:	4
Credit value:	5
Guided learning hours:	25

Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to identify the learning needs of colleagues in own area of responsibility.	1.1	Identify gaps between requirements of colleagues' current or future work roles and their existing knowledge, understanding and skills.
		1.2	Prioritise learning needs of colleagues.
		1.3	Produce personal development plans for colleagues in own area of responsibility.
2.	Understand how to develop a learning environment in own area of responsibility.	2.1	Explain the benefits of continual learning and development.
		2.2	Explain how learning opportunities can be provided for own area of responsibility.
3.	Be able to support colleagues in learning and its application.	3.1	Identify information, advice and guidance to support learning.
		3.2	Communicate to colleagues to take responsibility for their own learning.
		3.3	Explain to colleagues how to gain access to learning resources.
		3.4	Support colleagues to practise and reflect on what they have learned.
4.	Be able to evaluate learning outcomes and future learning and development of colleagues.	4.1	Examine with each colleague, whether the learning activities undertaken have achieved the desired outcomes.
		4.2	Support colleagues when updating their personal development plan.

Assessment requirements:
N/A