QUALIFICATION SPECIFICATION

g gateway qualifications

Supporting Teaching and Learning in Schools (Level 3)

This qualification specification covers the following qualifications:

Qualification Number	Qualification Title
603/4844/6	Gateway Qualifications Level 3 Certificate for Supporting Teaching and Learning in Schools
603/4839/2	Gateway Qualifications Level 3 Diploma for Supporting Teaching and Learning in Schools

Version and date	Change detail	Section/Page Reference
1.3 (Feb 2023)	Removed address and changed back cover	Page 22

About this qualification specification

This qualification specification is intended for tutors, assessors, internal quality assurers, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements.

The specification should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer this qualification you must be a Gateway Qualifications recognised centre.

If your centre is not yet recognised, please contact our Development Team to discuss becoming a Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

Website: www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/

Contents

1. Qualification Information

1.1. About the qualifications

The qualifications have been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England and Qualifications Wales, the regulator of non-degree qualifications and the qualifications system in Wales.

The purpose of these qualifications is to provide learners with an understanding of the knowledge needed when working directly with children and young people in school environments. They include learning about children and young people's development, safeguarding their welfare and communication and professional relationships. The qualifications are suitable for learners working or wishing to work as teaching assistants in primary, secondary or special schools, working collaboratively with teachers and providing a support role as part of the teaching and learning team in schools and educational establishments.

The qualifications can be used as a part of the on-programme element of the Teaching Assistants apprenticeship standards to provide underpinning knowledge and skills to prepare for the End Point Assessment of the apprenticeship. Alternatively, they can be used as staff development/continuous professional development for those teaching assistants without a formal qualification in the vocational area.

1.2. Objective

Preparing learners for supporting teaching and learning and learning in schools and educational settings. Many of the children and young people supported may have additional needs and/or be from vulnerable groups within the school.

1.3. Funding

For information on potential sources of funding in England please visit the Education and Skills Funding Agency:

https://www.gov.uk/government/organisations/education-and-skills-funding-agency

https://www.gov.uk/government/collections/qualifications-approved-for-public-funding

https://hub.fasst.org.uk/Pages/default.aspx

For information regarding potential sources of funding in Wales please visit Qualification Wales:

https://www.qualificationswales.org/

Current funding information for Wales is available on Qualifications in Wales (QiW)

1.4. Geographical coverage

These qualifications have been approved by Ofqual to be offered in England and by Qualification Wales to be delivered in Wales.

If a centre based in Northern Ireland or overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Gateway Qualifications.

1.5. Progression opportunities

After finishing this Level 3 qualification, a learner may be able to find their first job as a teaching support assistant. This qualification will prepare learners for work in a nursery, primary (infant or junior school) a special school, a secondary school or an independent school.

Alternatively, this qualification could support entry to further training, for example, a foundation degree course which could lead onto study at degree level.

1.6. Equality, diversity and inclusion

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

2. Learner Entry Requirements

2.1 Key information

Qualification Titles	
Age	The approved age range for these qualifications is: 16-18, 19+
Prior qualifications or units	There is no requirement for learners to have achieved prior qualifications or units prior to undertaking these qualifications.
Prior skills/knowledge/ understanding	There is no requirement for learners to have prior skills, knowledge or understanding. However, some employers set their own requirements for employment as a teaching assistant.
Restrictions	Learners will need to be working as a TA or as a volunteer with sufficient access to learners to demonstrate competence in both knowledge and skills as part of the assessment for the qualification. Where the qualification is being used within an apprenticeship, the TA must be employed for a minimum of 16 hours per week.
Additional requirements/guidance	Learners must have been DBS checked prior to the start of the qualification due to the requirements of the qualification.

2.2 Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled. Please refer to Section 4.11 Access Arrangement, Reasonable Adjustments and Special Considerations for further details

2.3 Recruiting learners with integrity

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification(s).

3. Qualification Details

3.1 Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process.

Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

3.2 Qualification Size

Qualification Title	Total Qualification Time	Guided Learning	Credit Value
Gateway Qualifications Level 3 Certificate for Supporting Teaching and Learning in Schools	280	150	28
Gateway Qualifications Level 3 Diploma for Supporting Teaching and Learning in Schools	370	202	37

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

3.3 Qualification structure

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within the unit specifications. These include the learning outcomes and associated assessment criteria.

For information on Recognition of Prior Learning/Exempt and Equivalent units please see section **3.4 Recognition of Prior Learning (RPL)/Exemptions/Equivalencies.**

Gateway Qualifications Level 3 Certificate for Supporting Teaching and Learning in Schools

Learners must complete the 5 mandatory units totalling 22 credits and then choose a minimum of 6 credits from the optional group, giving a total of 28 credits.

Gateway Qualifications Level 3 Diploma for Supporting Teaching and Learning in Schools

Learners must complete the 5 mandatory units totalling 22 credits and then choose a minimum of 15 credits from the optional group giving a total of 37 credits.

Mandatory Group

Learners must achieve 5 mandatory units totalling 22 credits.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
R/617/6760	Developing Independent Learning Skills of Children and Young People	Level 3	22	4
Y/617/6761	Plan and Deliver Assessments and Interventions to Support Children and Young People's Progression and Attainment	Level 3	32	6
D/617/6762	Promote Positive Behaviour for Learning	Level 3	22	4
H/617/6763	Safeguard and Protect the Safety and Wellbeing of Children and Young People	Level 3	15	3
K/617/6764	Understand the Development of Children and Young People	Level 3	35	5

Optional Group

Unit Number	Unit Title	Level	Guided Learning	Credit Value
M/617/6765	Facilitate the Learning and Development of Children and Young People Through Mentoring	Level 3	30	4
T/617/6766	Improving the Attendance of Children and Young People in Statutory Education	Level 3	40	5
A/617/6767	Lead an Extra-Curricular Activity	Level 3	16	3
F/617/6768	Maintain Children and Young People's Records in an Educational Setting	Level 3	12	3
J/617/6769	Plan, Allocate and Monitor Work of a Team	Level 3	25	5
A/617/6770	Promote the Wellbeing and Resilience of Children and Young People	Level 3	22	3
F/617/6771	Support Learners who speak English as an Additional Language	Level 3	23	4
J/617/6772	Support Children and Young People during Transitions in their Lives	Level 3	18	4

Unit Number	Unit Title	Level	Guided Learning	Credit Value
L/617/6773	Support Children and Young People with Dyslexia	Level 3	28	4
R/617/6774	Support Children and Young People with Social, Emotional and Mental Health Development Needs	Level 3	30	5
Y/617/6775	Support Disabled Children and Young People and those with Special Educational Needs	Level 3	24	5
D/617/6776	Support Gifted and Talented Children and Young People	Level 3	21	4
H/617/6777	Support Learners with Cognition and Learning Needs	Level 3	21	4
K/617/6778	Support Learners with Communication and Interaction Needs	Level 3	21	4
M/617/6779	Support Learners with Sensory and/or Physical Needs	Level 3	21	4
H/617/6780	Support Literacy Development	Level 3	18	3
K/617/6781	Support Numeracy Development	Level 3	18	3
M/617/6782	Support Children and Young People to Access and Engage in Physical Education in Schools	Level 3	18	3
T/617/6783	Support Teaching and Learning in a Curriculum Area	Level 3	12	3
A/617/6784	Support Young People in Relation to Sexual Health and Risk of Pregnancy	Level 3	10	2
F/617/6785	Team Working	Level 3	23	3
J/617/6786	Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties	Level 3	25	3
L/617/6787	Work in Partnership with Parents to Engage them with their Children and Young People's Learning and Development in School	Level 3	31	6
R/617/6788	Work with Other Practitioners to Support Children and Young People	Level 3	15	3

3.4 Recognition of prior learning

Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or

qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

*The recognition of prior learning is permitted for this qualification and includes the prior attainment of units on a qualification offered by Gateway Qualifications, e.g. where a learner progresses from a smaller qualification to a larger qualification and where the qualifications have shared content such as an Award, Certificate and/or Diploma.

Centres should refer to the Gateway Qualifications' Recognition of Prior Learning policy and follow the process available on the website.

Qualification Number	Qualification Title	RPL Permitted
603/4844/6	Gateway Qualifications Level 3 Certificate for Supporting Teaching and Learning in Schools	No
603/4839/2	Gateway Qualifications Level 3 Diploma for Supporting Teaching and Learning in Schools*	Yes

3.5   Links to other qualifications

None.

4. Assessment

The following are in addition to the standard assessment and quality assurance requirements set out in the Gateway Qualifications Centre Handbook.

4.1   Method of assessment

The method of assessment for the qualifications is through a portfolio of evidence.

4.2   Assessment language

This qualification is assessed in English only.

4.3   Support/Assessment materials

Indicative content is available for all units and included within the Appendices. There are no specific assessment materials provided for this qualification.

4.4   Assessment guidance

The qualification will be assessed by the tutor or assessor using a range of methods. This will include direct observation in the workplace and completion of a portfolio of evidence. Any competency-based learning outcomes (Be able to…) must be assessed in a work environment.

4.5   Access Arrangements, Reasonable Adjustments and Special Considerations

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to ensure reasonable adjustments are put in place where a disabled person would be at a substantial disadvantage in comparison to someone who is not disabled.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials;
- adaptation of the physical environment for access purposes;
- adaptation to equipment;
- assessment material in an enlarged format or Braille;
- assessment material on coloured paper or in audio format;
- British Sign Language (BSL);
- changing or adapting the assessment method;
- changing usual assessment arrangements;

- extra time, e.g. assignment extensions;
- language modified assessment material;
- practical assistant;
- prompter;
- providing assistance during assessment;
- reader;
- scribe;
- transcript;
- use of assistive software;
- using assistive technology;
- use of CCTV, coloured overlays, low vision aids;
- use of a different assessment location;
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular learner may be unique to that individual and may not be included in the list of available access arrangements specified above.

Special Considerations

Requests for special consideration should be submitted as soon as possible. Please refer to the Reasonable Adjustments and Special Consideration Policy.

5. Centre Recognition and Qualification Approval

5.1.   Centre Recognition

Both centre recognition and qualification approval must be gained before centres are permitted to deliver these qualifications. Guidance on the centre recognition and qualification approval processes is available on the website:
https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/centre-recognition/

5.2.   Qualification-specific centre requirements

Centres must ensure that they have the appropriate resources in place when delivering performance units from vocational areas.

5.3.   Qualification-specific tutor/assessor requirements

Assessors for units that include workplace assessment must be capable of carrying out the full requirements of the units they are assessing. This means that they will themselves have carried out the work tasks that are the subject of assessment or managed others in that role. In addition to occupational expertise, assessors will need to have expertise in assessing competence using a range of assessment techniques, including observation.
Those who assess units, or criteria within units, that relate to knowledge and understanding must themselves have knowledge relevant to the units that they are assessing.

Those who are occupationally competent will also be occupationally knowledgeable. Being occupationally competent means teachers are also occupationally knowledgeable. This occupational competence should be maintained on a regular basis through clearly demonstrable continuous learning and professional development.

Centres should ensure that all their assessors continue to maintain the currency of their occupational competency and/or knowledge through continuing learning and professional development.

Expert Witnesses

The breadth and range of activities covered by the qualification means that assessors may find it useful to draw on the testimony of expert witnesses as part of the assessment process. Expert witnesses can be used to address any gaps in the technical and occupational competence of assessors and for confidential or sensitive activities that are not appropriate for assessor observation. Expert witnesses can be drawn from a wide range of people who can attest to performance in the workplace.

NB - A witness is a line manager, a colleague or customers with whom the TA interacts. Witnesses provide the evidence of a specific aspect of the learner's achievements. This must be authenticated by the assessor or an expert witness. An expert witness is someone who is occupationally competent with expertise in specific units of the qualification; they can give a professional opinion as to the competence of a learner. Their professional role must involve evaluating the everyday practice of staff. Expert witnesses contribute to the evidence of

competent performance in the workplace, especially where there are no occupationally competent assessors for specific optional units.

Schools can support the assessment process by encouraging and supporting members of staff to act as expert witnesses.

A qualified assessor will make the final judgement about a learner's competence based on testimony provided by the expert witness, together with other corroborating evidence.

Experienced teaching assistants, higher level teaching assistants and teachers might act as expert witnesses across a range of units.

6. Quality Assurance

6.1 Qualification-specific quality assurance requirements

Internal quality assurers must have knowledge and experience of the qualification which is being verified.

6.2 Malpractice

Malpractice is any deliberate activity, neglect, default or other practice that compromises the integrity of the internal and external assessment process, and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

- the assessment process
- the integrity of a regulated qualification
- the validity of a result or certificate
- the reputation and credibility of Gateway Qualifications
- the qualification to the public at large.

Centre staff should be familiar with the contents of Gateway Qualifications Malpractice and Maladministration Policy, https://www.gatewayqualifications.org.uk/wp-content/uploads/2017/10/Malpractice-and-Maladministration-Policy.pdf

6.3 Additional requirements/guidance

There are no additional requirements that Learners must satisfy in order for assessment to be undertaken and the unit/qualification to be awarded.

7. Learner Registration and Results

7.1   Registration

Centres will register learners via the Gateway Qualifications' online registration portal. Learner registration guidance is available on our website, https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/registering-learners/.

7.2   Awarding

The qualifications will be awarded as Pass or Fail. Learners must pass the assessment to be awarded a Pass.

7.3   Issuing results

Results for learners who do not reach the minimum standard for a pass will be recorded as fail.

7.4   Enquiries

Enquiries about assessment decisions should be made once the centre has followed its internal enquiries and appeal procedures.

Contact details are available on our website: https://www.gatewayqualifications.org.uk/contact-us/

8. What to do next

For existing centres please contact your named Development Manager or Development Officer.

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

9. Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).

10. Appendices

10.1 Appendix 1 – Unit Details

Developing Independent Learning Skills of Children and Young People

Level:	Level 3
Credit Value:	4
GLH:	20
Unit Number:	R/617/6760

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand own role in promoting independent learning of children and young people.	1.1 Compare and contrast the role of the teacher and teaching assistant in promoting independent learning. 1.2 Explain how a teaching assistant may contribute to the planning, delivery and review of learning activities. 1.3 Evaluate own strengths and weaknesses in relation to delivering activities leading to independent learning. 1.4 Analyse the implications of own strengths and weaknesses for delivering learning activities.
2 1 Be able to contribute to planning learning activities.	2.1 Use knowledge of the learners and curriculum to contribute to the teacher's planning. 2.2 Offer constructive suggestions for own role in supporting planned learning activities. 2.3 Identify and obtain the information required to support learning activities. 2.4 Work closely with teachers to ensure own contribution aligns with the teaching.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
3 Be able to promote independent learning in the classroom.	3.1 Ensure regular communication with the teacher to provide clarity and consistency of role within lessons. 3.2 Use strategies to support and encourage learners to move towards independent learning. 3.3 Use appropriately varied vocabulary to ensure learners' understanding. 3.4 Use a range of strategies to enable learners to access and engage in learning. Includes scaffolding and open questioning skills 3.5 Demonstrate ways of supporting learners to develop: a) Literacy skills b) Numeracy skills c) ICT skills d) Problem solving skills
4 Be able to use technology safely to promote learning.	4.1 Use relevant technology competently and effectively to improve learning. 4.2 Ensure learners use technology safely. 4.3 Support learners' well-being by embedding the importance of online safety.
5 Be able to provide feedback to promote independent learning.	5.1 Provide constructive and specific feedback regarding learners' responses to learning activities. 5.2 Support learners in using peer assessment and self-assessment to evaluate their learning achievements.
6 Be able to observe and report on learner participation and progress.	6.1 Apply skills and techniques for monitoring learners' response to learning activities. 6.2 Assess how well learners are participating in activities and the progress they are making. 6.3 Use information gained from monitoring learner participation and progress to help learners to review their learning strategies, achievements and future learning needs. 6.4 Record observations and assessments of learner participation and progress in the required format.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
7 Be able to contribute to the evaluation of learning activities.	7.1 Explain the importance of evaluating learning activities. 7.2 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.

Indicative Content: Developing Independent Learning Skills of Children and Young People

Learning Outcome 1:
Compare and contrast roles: defined roles e.g. job descriptions, professional standards, responsibilities, contributions

Planning, delivery and review: importance of planning e.g. development of plans, aims and objectives of learning activities e.g. agreeing support required by the teacher, strategies to use when supporting individuals or groups

Strengths and weaknesses: factors e.g. advice to and from colleagues, expectations and requirements within own role and responsibility, boundaries of own role and competence

Learning Outcome 2:
Contribute to the teacher's planning: knowledge of learners e.g. learning levels, capability, individual learning plans, individual needs. Knowledge of curriculum: learning outcomes, curriculum content, next steps, underpinning skills required for task, range of teaching strategies

Suggestions for own role: suggestions e.g. adapting resources, own behaviour, teaching strategies, differentiation, method of communication for learning activities as appropriate

Identify and obtain information: range e.g. relevant school curriculum, age-related expectations of learners, targets for individual learners, teaching and learning objectives, learning resources, own role in supporting the learning activities, additional needs of learners

Indicative Content: Developing Independent Learning Skills of Children and Young People

Learning Outcome 3:
Support strategies: strategies e.g. creating a positive learning environment, managing behaviour, encouraging group cohesion and collaborative learning, prompting shy or reticent learners to ask questions, check understanding, translating or explaining words and phrases, reminding learners of teaching points, modelling correct use of language and vocabulary, ensuring learners understand, helping learners to use resources relevant to the learning activity, modify or adapt activities, providing individual attention, reassurance and help with learning tasks, scaffolding, open questioning skills

Supporting learners to develop skills: techniques e.g. reading with confidence, fluency and understanding, use and apply numeracy to practical tasks, use and copy ICT software, approaches to finding solutions

Learning Outcome 4:
Relevant technology: e.g. iPad, tablets, laptop/computer, specialist equipment for learners with disabilities e.g. touchscreen, specialist software

Safe use of technology: Risks and possible consequences: social networking sites e.g. personal information such as telephone numbers, photographs, email addresses and information such as school name, clubs they attend, where they meet up can be pieced together, personal information online also becomes accessible to individuals other than their friends; internet e.g. children in school unable to access inappropriate material due to filters which school computers are required to have, home computers may not have filters in place; buying online e.g. risk of identity theft. Understanding how online platforms, social media, apps, and the developing world of AI can be a positive but also can have an impact on mental well-being and could be used as a means of bullying.

Importance of online safety: Reducing risk to children and young people from internet and mobile phone use through application of school e-policy; internet filters e.g. Child Safety Online Kitemark; emphasise importance of keeping personal details private; privacy settings on social networking sites; information workshops for parents about e-safety

Learning Outcome 5:
Constructive feedback to learners: techniques e.g. performance indicators, communicate, inform, positive, praise, constructive criticism, reflection, develop, review

Peer assessment and self-assessment: context of learning; structure e.g. specific, clear, stage related, mutual respect, collaboration, focussed, setting parameters of assessment

Learning Outcome 6:

Apply skills and techniques for monitoring learner responses to learning activities: methods of recording e.g. event samples, checklist, target learner(s), questioning, explaining and instructing before observing, objectivity, checking findings with others

Assess learners in activities and monitor progress: monitor e.g. knowledge of assessment criteria, knowledge of learner needs, progress, contributing to supporting assessment of learners, identifying individual needs

Indicative Content: Developing Independent Learning Skills of Children and Young People

Use information gained to review strategies: monitor learners e.g. review progress, interact with learners, techniques; expression e.g. verbal, visual, kinaesthetic

Record observations and assessments: range e.g. records needed to monitor individual and groups of learners, reporting and recording information accurately, record keeping systems and procedures, assessment of learning

Learning Outcome 7:

Feedback to learners: techniques e.g. performance indicators, communicate, inform, positive, praise, constructive criticism, reflection, develop, review

Feedback to teachers: using organisational processes – verbal/written; use of traffic light system; RAG rating; emojis

Reflection – importance of. Different methods e.g. Gibbs, Schon,Kolb

Plan and Deliver Assessments and Interventions to Support Children and Young People's Progression and Attainment

Level:	Level 3
Credit Value:	6
GLH:	30
Unit Number:	Y/617/6761

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the purpose of assessment in the learning environment.	1.1 Compare and contrast the roles of the teacher and the teaching assistant in assessing learners' achievements. 1.2 Summarise the difference between formative and summative assessment. 1.3 Explain the importance and benefits of assessment in supporting children and young people's progression in the learning environment. 1.4 Explain how assessment can contribute to planning for future learning. 1.5 Summarise assessment materials used in the learning environment. 1.6 Explain assessment procedures used for benchmarking against targets set by the teacher. 1.7 Explain how different levels of learning resources are used to: a. identify and help address weakness b. consolidate strengths c. develop individualised expectations.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
2 Be able to use assessment strategies to promote learning, as directed by the teacher.	2.1 Obtain information required to support the development of independent learning. 2.2 Use clear language and examples to agree personalised learning goals for assessing learners' progress. 2.3 Apply subject knowledge to support accurate assessment. 2.4 Use assessment opportunities and strategies to make judgements about how well learners are participating and progressing in activities. 2.5 Provide constructive feedback to learners to help them understand what they have done well and what they need to develop. 2.6 Provide opportunities and encouragement for learners to improve upon their work.
3 Know how to plan and deliver evidence based interventions for individual learners and small groups.	3.1 Plan evidence based interventions in accordance with training given for: a. individual learners b. small groups of learners. 3.2 Use person-centred approaches to deliver these interventions within clearly defined parameters to meet planned outcomes for a. individual learners b. small groups of learners. 3.3 Select and demonstrate learning support strategies to meet the needs of individual learners. 3.4 Demonstrate how to deliver evidence based interventions using initiative, sensitivity and understanding. 3.5 Assess how well learners are participating in activities and the progress they are making. 3.6 Accurately record outcomes of evidence based interventions to show learners' • participation • conceptual understanding • progress.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
4 Be able to reflect on the outcomes of assessment and interventions to improve own practice and learner attainment.	4.1 Evaluate how accurate records can be used to improve practice and assessment for different groups of learners.
	4.2 Use the outcomes of observations and assessments to:
	• provide feedback to learners on progress made
	• provide the teacher with constructive feedback on the learning activities
	• provide the teacher with feedback on learners' participation and progress.
	4.3 Reflect on outcomes of assessment and interventions to improve own contribution to supporting learners' outcomes, progress and attainment.

Indicative Content: Plan and Deliver Assessments and Interventions to Support Children and Young People's Progression and Attainment

Learning Outcome 1:

Compare and contrast roles: defined roles e.g. job descriptions, professional standards, responsibilities, contributions

Formative and summative assessment: formative e.g. informing; summative e.g. measuring progress, types e.g. tests, SATs, GCSEs, checklists etc formal/informal

Characteristics of assessment used in schools: methods of assessment e.g. part of learning process, informs achievement, questioning techniques, observation, listening, knowledge acquisition, review

Benefits of assessment: benefits e.g. monitoring, engagement, motivation, ownership, informing learning, relevance

Assessment contributes to planning: e.g. setting learning objectives, giving benchmarks, identifying and meeting needs, learning styles

Learning resources: e.g. practical equipment, specialist equipment, worksheets, e-learning materials; used in differentiating learning for specific needs

Learning Outcome 2:

Obtain information: observing teacher, asking questions of teacher, having access to schemes of work e.g. learning objectives, immediate, long term, success criteria, assessment techniques, Education and Health Care plans (EHC plans)

Personalised learning goals: review e.g. prior learning, individual targets, specific language, skill development, knowledge development, testing learner understanding of targets

Make judgements: types e.g. external assessment, internal assessment, peer assessment, self-assessment

Constructive feedback to learners: techniques e.g. performance indicators, communicate, inform, positive, praise, constructive criticism, reflection, develop, review, marking work

Encouraging learners to improve: opportunities e.g. prior learning, consolidate learning, structure, removing barriers to learning, inspire, motivate

Learning Outcome 3:

Evidence based interventions: types e.g. encouraging the child or young person to recognise where their own actions and attempts to communicate may be creating barriers, methods and techniques for responding to aggressive or challenging behaviour, modelling behaviour that respects rights and values people, individual counselling, group work, peer support, family interventions, literacy and numeracy booster groups, speech and language work, physical interventions for disabled children. Programmes for groups/individuals aimed

Indicative Content: Plan and Deliver Assessments and Interventions to Support Children and Young People's Progression and Attainment

at supporting learning for those who are not meeting expectations of main class/need additional support to catch up: these should have an evidence base of effectiveness aimed at the targeted group/individual

Meet learner needs: use person-centred approaches e.g. create an environment where it is safe to talk openly and honestly about experiences and aspirations, employ active listening skills, use feedback, give supportive and realistic responses to questions, ideas, suggestions and concerns, remain non-judgemental, be positive and encouraging, respond to the child or young person in a way that recognises and respects their rights; making reasonable adjustments to meet the requirements of the Equality Act (2010).

Learning Outcome 4:

Accurate records: methods of recording e.g. event samples, checklist, target learner(s), questioning, explaining and instructing before observing, objectivity, checking findings with others, level of detail required

Outcomes of observations and assessments: uses e.g. provide feedback to learners, identification of difficulties and challenges, use assessment strategies to improve learning and support learners to review, provide the teacher with feedback on learners' participation and progress, keep colleagues informed, confidentiality and exchange of information

Reflect on and improve own practice e.g. identify skills and areas for improvement, individual development plan, seek advice from a professional colleague, feedback on competence and performance, appraisal, observation of practice, models of reflection

Promote Positive Behaviour for Learning

Level:	Level 3
Credit Value:	4
GLH:	20
Unit Number:	D/617/6762

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1 Understand policies and procedures for promoting children and young people's positive behaviour for learning.	1.1 Summarise the policies and procedures of the setting relevant to promoting children and young people's positive behaviour for learning. 1.2 Evaluate how the policies and procedures of the setting support children and young people to: • feel safe • make a positive contribution • develop social and emotional skills • understand expectations and limits. 1.3 Explain the benefits of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting. 1.4 Explain the importance of applying reasonable adjustments where the cause of inappropriate behaviour is linked to special educational needs and disabilities.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
2 Be able to promote positive behaviour for learning.	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 for learning 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 Understand the difference between pastoral and academic issues impacting on behaviour for learning.	3.1 Explain pastoral issues which may affect a child or young person's behaviour. 3.2 Explain academic issues which may affect a child or young person's behaviour. 3.3 Analyse own role in supporting pastoral and academic issues affecting a child or young person's behaviour. 3.4 Explain the importance of being non-judgmental when supporting children and young people through academic and pastoral issues
4 Be able to manage inappropriate behaviour.	4.1 Demonstrate strategies for minimising disruption through inappropriate behaviour of children and young people. 4.2 Demonstrate strategies for managing inappropriate behaviour according to the policies and procedures of the setting. 4.3 Apply rules and boundaries consistently and fairly, according to the age, needs and abilities of children and young people. 4.4 Provide support for colleagues to deal with inappropriate behaviour of children and young people.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
5 Be able to respond to challenging behaviour.	5.1 Recognise patterns and triggers which may lead to inappropriate behavioural responses and take action to pre-empt, divert or diffuse potential flash points. 5.2 Use agreed strategies for dealing with challenging behaviour according to the policies and procedures of the setting. 5.3 Assess,manage and reduce risks to own and others' safety when dealing with challenging behaviour. 5.4 Support children, young people and colleagues to identify the situations and circumstances which trigger inappropriate behavioural responses and ways of avoiding these from happening. 5.5 Recognise and take immediate action to deal with any bullying, harassment or oppressive behaviour according to the policies and procedures of the setting.
6 Be able to contribute to reviews of behaviour and behaviour strategies.	6.1 Demonstrate ways of supporting children and young people to review their behaviour. 6.2 Encourage children and young people to review the consequences of their behaviour on others, themselves and their environment. 6.3 Demonstrate ways of supporting children and young people with behavioural difficulties to identify and agree behaviour targets. 6.4 Use own knowledge of promoting behaviour for learning to contribute to reviews of behaviour strategies, including bullying, attendance and the effectiveness of rewards and sanctions.

Indicative Content: Promote Positive Behaviour for Learning

Learning Outcome 1:
Policies and procedures of the setting: different policies e.g. behaviour, code of conduct, rewards and sanctions, dealing with conflict and inappropriate behaviour, anti-bullying, attendance; reference to other policies and procedures e.g. health and safety, child protection; restorative justice

How polices support children: Every Child Matters outcomes; to feel safe e.g. inappropriate behaviour is consistently responded to; make a positive contribution e.g. involvement in setting ground rules; develop social and emotional skills e.g. positive behaviour rewarded, adults model appropriate behaviour

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

Learning Outcome 2:
Encouraging and rewarding positive behaviour: benefits e.g. children and young people more likely to repeat behaviour which is recognised/praised/rewarded; Behaviourist theory of BF Skinner

Establishing ground rules: involve learners in devising school or classroom rules; ways e.g. brainstorm, vote to decide rules, agree rules, display in classroom; encourages taking responsibility for actions

Promoting behaviour for learning: strategies e.g. build trusting relationships, be consistent, recognise children's positive behaviour/effort, give clear directions; ensure children know why they are being rewarded

Supportive responses to behaviour: expectations according to age/stage of development e.g. physical development, social and emotional development, cognitive development; sanctions realistic to age/stage of development

Role model: children and young people copy adults; unrealistic to expect children to behave positively if adults behave inappropriately

Learning Outcome 3:
Pastoral issues affecting behaviour: pastoral care: help with personal needs and problems; issues not directly related to problems occurring in academic areas of study. They relate more particularly to the student's social and emotional wellbeing.

Academic issues affecting behaviour: work too difficult/easy, low ability, gifted and talented learner not being stretched, lack of motivation or interest

Learning Outcome 4:
Minimising disruption: strategies e.g. maintain professional relationship, apply rules and sanctions, repeat directions calmly, intervene early, use time out if agreed strategy

Indicative Content: Promote Positive Behaviour for Learning

Inappropriate behaviour: types e.g. speech, writing, non-verbal behaviour, physical abuse; actions e.g. use agreed behaviour management strategies, use agreed sanctions, send for additional help if needed; remove items that are being used inappropriately

Applying rules and boundaries: realistic expectations according to age/stage of development; responses appropriate to individual needs of child e.g. Attention Deficit Hyperactivity Disorder (ADHD), Asperger's syndrome

Support for colleagues: behaviour management e.g. act spontaneously if alone, offer to support colleagues, back up colleagues if required, use of Team Teach or restraint if trained as well as de-escalation strategies using, for example, STEPS

Learning Outcome 5:
Recognise triggers and take action: action e.g. observe children's behaviour, reference to individual behaviour plan/behaviour support plan; knowledge of child of young person's triggers; avoid triggers

Dealing with challenging behaviour: types of behaviour e.g. verbal abuse, physical abuse, illegal behaviour destructive behaviour; awareness of factors affecting child or young person's behaviour e.g. transitions, family influences, health-related factors; behaviour support plans/individual behaviour plans

Assessing and managing risk: ways e.g. follow risk assessment procedures of school, manage risks to self and others, follow health and safety policy of school, follow guidelines for the use of restraint Identify triggers: processes e.g. keep a record/log of triggers, report triggers to others, involve special educational needs coordinator (SENCO), speak to child/remove child from situation if distress is observed, discuss with child or young person situations they find difficult

Bullying, harassment or oppressive behaviour: bullying e.g. physical attacks, playground name calling. taunts, email, texts or hurtful comments through social networking sites; action e.g. immediate, follow policy and procedure of school

Learning Outcome 6:
Review behaviour: support e.g. help learners recognise triggers, discuss consequences of behaviour, empower learners, use of restorative justice

Identify and agree behaviour targets: behaviour plans e.g. based on identified triggers, clear, measurable targets agreed, rewards for meeting targets, clear and realistic timeframe to run the plan, baselines for evaluation, key success criteria, regular review, self-evaluation, renegotiation of targets

Review behaviour policies: policies e.g. bullying, attendance, rewards and sanctions, all staff involvement, all systems in school evaluated, outcomes considered

Safeguard and Protect the Safety and Wellbeing of Children and Young People

Level:	Level 3
Credit Value:	3
GLH:	15
Unit Number:	H/617/6763

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	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 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding. 1.5 Explain the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting. 1.6 Summarise the policies and procedures that should be followed in response to concerns or evidence of bullying, explaining reasons why they are in place.
2 Understand the legislative and policy framework for health and safety.	2.1 Describe how current health and safety legislation, policies and procedures are implemented in the setting. 2.2 Describe how health and safety is monitored and maintained in the setting. 2.3 Identify the lines of responsibility and reporting for health and safety in the setting.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
3 Be able to recognise and manage risks to children and young people's health, safety and security.	3.1 Demonstrate how to identify potential hazards to the health, safety and security of children and young people, including online hazards. 3.2 Demonstrate how to deal with hazards to minimise risks to the health, safety and security of children and young people. 3.3 Demonstrate ways of supporting children and young people to take responsibility for their own health, safety and security.
4 Be able to respond to emergency situations.	4.1 Recognise and respond to emergency situations. 4.2 Follow the setting's procedures for dealing with emergency situations. 4.3 Give reassurance and comfort to those involved in the emergency. 4.4 Follow the procedures of the setting for reporting and recording accidents and emergencies.
5 Understand the importance of working in partnership with other organisations to safeguard children and young people.	5.1 Explain what is meant by partnership working in the context of safeguarding. 5.2 Describe the roles and responsibilities of organisations that may be involved when a child or young person has been abused or harmed. 5.3 Explain the importance of a child or young person centred approach. 5.4 Explain the importance of the protection of data when working in partnership with other organisations

Indicative Content: Safeguard and Protect the Safety and Wellbeing of Children and Young People

Learning Outcome 1:
Legislation, guidelines, policies and procedures: for home nation e.g. current legislation (Children Act 1989, The Education Act 2002, UN Convention on the Rights of the Child 1989); guidelines e.g. Working Together to Safeguard Children (2018), What to do if you're worried that a child is being abused (2006), Safeguarding Children and Safer Recruitment in Education (2007), Safeguarding Disabled Children (2009), Children and Families Act (2014), Keeping Children Safe in Education (2018), Common Assessment Framework (CAF); school policies and procedures e.g. safeguarding and protecting, reporting and recording, e-safety, bullying and cyber bullying

Safeguarding children and young people: child protection defined, policies and procedures; safeguarding definition e.g. preventing risks of harm to the welfare of children and young people

National and local guidelines: childcare practice e.g. policies and procedures regarding propriety and behaviour, intimate personal care, physical contact, Supporting pupils at school with medical conditions (2015); child protection e.g. Disclosure Barring Service checks (DBS), school policies for recording and reporting suspected abuse, whistle blowing policies; risk assessment e.g. hazard recognition, vigilance, indoors, outdoors, trips and outings, visitors to school; ensuring the voice of the child or young person is heard e.g. advocacy; supporting children and young people and others who may be expressing concerns e.g. believe child/young person, take action

Inquiries and serious case reviews: e.g. Local Safeguarding Children Boards (LSCB) Regulations (2006), process for serious case reviews (SCR) in document Working Together to Safeguard Children 2010, Keeping Children Safe in Education 2018; SCRs required in situations where a child or young person has died due to known or suspected abuse or neglect; reviews e.g. purpose of SCR is for agencies to determine the lessons learned. Serious Case Reviews are used also when a child or young person has been seriously harmed/injured as well as died due to suspected abuse or neglect.

Indicators and behaviours causing concern: signs e.g. symptoms, indicators of abuse, (neglect, emotional, physical, sexual), behaviours that may cause concern in the context of safeguarding; guidance document: Sexual violence and sexual harassment between children in schools and colleges (2018)

Actions to take: actions e.g. provide reassurance for the child, record the disclosure noting date, time, what was said, remaining non-judgemental, believe the child, listen and do not ask too many questions, report the disclosure to the school's child protection or safeguarding officer

Bullying and the potential effects: types e.g. physical e.g. pushing, kicking, hitting, pinching, other forms of violence or threats, verbal e.g. name calling, insults, sarcasm, spreading rumours, persistent teasing, emotional e.g. excluding, tormenting, ridicule, humiliation, cyber bullying e.g. use of information and communication technology particularly mobile phones and the internet to deliberately upset somebody; vulnerability of children/young people with disabilities or special educational needs; effects on e.g. emotional development e.g. self-esteem, mental health, social development e.g. isolation, cognitive development e.g. concentration, learning and achievement, school attendance

Indicative Content: Safeguard and Protect the Safety and Wellbeing of Children and Young People

- Policies and procedures for dealing with bullying: follow anti-bullying policy e.g. deal immediately with any incidents of bullying, record or report to the head teacher or a member of the senior management team, inform the class teacher if bullying persists, inform parents. Websites with support for bullying:
- Anti-Bullying Alliance
- Bullying UK
- Childline
- The Diana Award
- Internet Matters
- Kidscape
- The UK Safer Internet Centre
- UK Council for Child Internet Safety (UKCCIS)

Learning Outcome 2:
Health and safety legislation, policies and procedures: current legislation e.g. home country, Health and Safety at Work Act 1974, Health and Safety (Young Persons) Regulations 1997, Fire Precautions (Workplace) Regulations 1997, Care Standards Act 2000, Control of Substances Hazardous to Health Regulations 1994 (COSHH), Reporting of Injuries, Diseases and Dangerous Occurrences Regulation 1995 (RIDDOR), Health and Safety (First Aid) Regulations 1981, Food Handling Regulations 1995, Personal Protective Equipment at Work Regulations 1992, Children Act 1989, Children Act 2004, Children and Families Act (2014); policies required e.g. health and safety, risk assessment, child protection

Monitoring and maintaining health and safety: making others in school aware of risks, hazards and safe working e.g. staff, parent-helpers, volunteers, visitors; health and safety responsibilities; deliver safety education e.g. EYFS, personal, social and health education (PSHE) curriculum, staff training, health and safety policies and procedures in place to ensure good practice, recording accidents and incidents, review policies and procedures, clearly defined lines of responsibility

Learning Outcome 3:
Identifying potential hazards: risk assessment e.g. indoors, outdoors, outings; potential hazards e.g. physical, security, fire, food safety, cyber and online, personal safety; health and safety risk assessments e.g. recording risk assessments, record keeping, sharing of information

Dealing with hazards: act immediately e.g. remove hazards, direct others away from the area, send for help, report and record

Health and safety risk assessment: checks e.g. all areas of setting, identify hazard, assess risks from each hazard, establish procedures for managing to an acceptable level risks from hazards that cannot be removed, make improvements in line with changing circumstances and requirements or service, record and report

Learning Outcome 4:
Policies and procedures: emergencies e.g. fire, missing children or young people, evacuating a setting; incidents e.g. school security/strangers; recognising signs and symptoms of illness e.g. fever, rashes, unconsciousness, taking action as required; policies

Indicative Content: Safeguard and Protect the Safety and Wellbeing of Children and Young People

and procedures of setting for dealing with ill children and readmission to setting following illness, for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies

Recording and reporting: procedures of setting; lines of responsibility e.g. qualified first aider, accountability, accuracy, confidentiality, written reporting, verbal reporting, own role – dealing with incident or signposting to relevant person depending on own training

Learning Outcome 5:
Partnership working in the context of safeguarding: liaising with different agencies e.g. communication essential safety and protection of children and young people, essential to act on concerns, early intervention to avoid slipping through the net

Roles and responsibilities of the different organisations: e.g. Children's Social Care, police, health professionals e.g. general practitioners, doctors in emergency departments, health visitors, Local Safeguarding Children Board (LSCB), National Society for the Protection of Children (NSPCC), school, psychologist, probation

Child/young person-centred approach: child or young person taken account of; child or young person involved in decision making e.g. involving the child/young person in meetings, liaise and discuss matters; children and young people treated with respect

Protection of data: GDPR, sharing information with other professionals on a 'need to know' basis.

Understand the Development of Children and Young People

Level:	Level 3
Credit Value:	5
GLH:	35
Unit Number:	K/617/6764

This unit has 6 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		**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.
		1.3	Explain the importance of knowing the difference between the sequence and rate of development.
2	Understand 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 • external factors.
		2.2	Explain how theories of development and frameworks to support development influence current practice.
3	Understand how to monitor children and young people's development	3.1	Explain reasons why children and young people's development may not follow the expected pattern.
		3.2	Explain how to monitor children and young people's development using different methods.
		3.3	Summarise legal entitlements of disabled children and young people and those with special educational needs
		3.4	Explain the importance of early recognition and intervention for disabled children and young people and those with special educational needs.
		3.5	Analyse the potential risks of late recognition of developmental delays and disorders.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
4 Understand interventions that should take place if development is not following the expected pattern.	4.1 Explain the purpose of individual plans for disabled children and young people and those with special educational needs. 4.2 Summarise interventions that could take place to support with: • cognition and learning needs • sensory and/or physical needs • social, emotional and mental health difficulties • communication and interaction needs. 4.3 Explain how multi agency teams work together to support children who have developmental delays or disorders. 4.4 Evaluate the impact of speech, language and communication needs on receiving feedback and individual learning opportunities, 4.5 Explain the importance of a person centred and inclusive approach to supporting children and young people's development. 4.6 Explain the importance of reflection and review when providing interventions for children and young people who have developmental delays or disorders.
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.
6 Understand how working practices can impact on the development of children and young people.	6.1 Explain how own working practice can affect children and young people's development. 6.2 Analyse the features of an environment or service that promotes the development of children and young people.

Indicative Content: Understand the Development of Children and Young People

Learning Outcome 1:
Expected pattern of development birth–19 years: patterns e.g. same for all children and young people, rate of development, motor development, physical maturity, communication, intellectual/cognitive, social development, emotional, behavioural, moral

Sequence of development: sequences e.g. broadly the same, normal ranges of development unless impacted by disability

Rate of development: rate e.g. holistic, individual differences, how different aspects of development affect one another, aspects of development proceed at different rates in individuals, range of factors causing individual differences

Personal factors: range e.g. health status, disability, sensory impairment, learning difficulties, genetic inheritance

External factors: factors e.g. nature/nurture debate, poverty and deprivation, family environment, background, care status, education, motivation

Theories of development and frameworks affecting practice: competing theories e.g. Cognitive/Constructivist (Piaget), Psychoanalytical (Freud), Humanist (Maslow), Social Learning (Bandura), Operant Conditioning (Skinner), Behaviourist (Watson), social pedagogy

Learning Outcome 3:
Development not following expected patterns: reasons e.g. disability, emotional, physical, environmental factors, cultural reasons, social factors, particular learning needs, communication difficulties

Monitoring development: methods e.g. formal, informal, formative, summative assessment, comparison with milestones, relation to child development theorists, information from parents/carers, colleagues; assessment frameworks e.g. Common Assessment Framework (CAF), curriculum frameworks (Early Years Foundation Stage (EYFS), National Curriculum; standard measurements

Legal entitlements: current, national legislation e.g. Education (Special Educational Needs Co-ordinator) (England) Regulations 2008 (SI 2008 NO 2945), Disability Discrimination Act (DDA) 1995 and 2005, The Special Educational Needs (SEN) and Disability Act 2001 Children Act (2004), the SEN and Disability Act (2001), Children and Families Act (2014) Disclosure and Barring Service (DBS); government guidance e.g. Every Child Matters, Every Disabled Child Matters, Disability Access, inclusion, personalised learning, learning support, multi-agency support, National Occupational Standards (NOS)

Early recognition and intervention: identification e.g. developmental norms, assessment, developmental age, stage, impaired development, safeguarding, individual need, medical, social, educational

Learning Outcome 4:
Individual plans: Education and Health Care plans (EHC plans) describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.

Multi-agency approach: Work in partnership; liaise with others e.g. teachers, parents, peers, teaching assistants, carers, medical supporters, one- to- one interviews, discussion, activities and experiences e.g. involvement in design, delivery and evaluation of services, assessment of outcomes; self-assessment, create action plans, feedback, review. Multi-agency team support e.g. speech and language therapist, special educational needs coordinator (SENCO), teacher, school support worker, sensory support teacher, Autism advisory teacher, educational psychologist, parents/carers Play and activities

Inclusive approach: Working inclusively; social interactions e.g. integration, diversity, tolerance, understanding of those with whom they mix and learn; benefits of inclusivity to learners; benefits of inclusivity to the children and young people with whom they mix and learn

Learning Outcome 5:
Types of transitions: emotional e.g. affected by personal experience, bereavement, entering/leaving care, family break up, new siblings, step families, serious accident; physical e.g. moving house, nursery or school, moving from one activity to another; physiological e.g. puberty, long term medical conditions; intellectual e.g. moving educational establishment, preschool to primary to secondary to further education; predictable e.g. going to school, puberty

Effect on children and young people of having positive relationship during transition: emotional, physical, psychological and cognitive effects, stability; security; someone to talk to; someone who understands how they may be affected

Learning Outcome 6:
Features of an environment to promote child development: Play and activities to support speech, language and communication: range e.g. whole-class and small-group activities, strategies e.g. body language including gestures, pointing, facial expressions; young children e.g. puppets, pictures, games, songs and rhymes; signs; technology e.g. story tapes, CDs, computer programmes, interactive whiteboards; modelling language. Displays, book corners, role play areas.

Facilitate the Learning and Development of Children and Young People through Mentoring

Level:	Level 3
Credit Value:	4
GLH:	30
Unit Number:	M/617/6765

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1 Understand how to facilitate the learning and development needs of children and young people through mentoring.	1.1 Explain how own interpersonal and communication skills facilitate the learning and development needs of children and young people. 1.2 Explain how addressing different learning preferences and using a range of methods support 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 Know how 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 well being 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.

Indicative Content: Facilitate the Learning and Development of Children and Young People through Mentoring

Learning Outcome 1:
Interpersonal and communication skills: range e.g. encouraging learners' participation in making decisions and choices, negotiating with learners according to age and stage of development e.g. asking questions, encouraging learners to express ideas and suggestions; supporting learners' development of thinking skills, showing respect for individuality, openness, confidentiality, listening, maintaining interest, adapting strategies for different learning preferences, clear communication, interact, engage, verbal, physical, emotional responses, respect, value

Impact of learning preferences: achieving outcome; techniques e.g. expression, preferred learning strategies, context of learning, structure, clarity, stage related, collaborative learning, accelerated learning, gifted and talented

Learning Outcome 2:
Goals and aspirations: ways to identify e.g. communication, one-to-one interviews, discussion, prompt, question, involvement in design, delivery and evaluation of services; assessment of outcomes, self-assessment, areas for improvement, encourage learner talk, confidence, learning by doing

Removing barriers to achievement: identify e.g. successes, challenges, impact on learner achievement, participation, engagement, feedback checklists; ways e.g. individual discussion, group discussion, consider options, alternative approaches, different learning strategies, learning styles, different curriculum

Action plan: techniques e.g. individual action plans, setting out clear short, medium and long-term goals, identify resources needed to achieve goals, additional support needed by the child or young person to achieve the goals, work with support workers, teachers, parents, carers, reviewing achievement, revising goals, SMART targets

Learning Outcome 3:
Promoting wellbeing, resilience and achievement: types e.g. emotional, physical; encourage learner engagement e.g. talk, readiness to learn, attitudes to learning, responsibility for learning, motivation, stress management, self-esteem, determination, aspiration, competencies and skills to make informed choices, make own decisions, cope with difficulties and challenges, gain confidence

Mentoring strategies and activities: evidence e.g. value achievement, evaluate goals, review targets, praise, appropriate/sufficient physical resource, appropriate learning environment, parent, carer/peer support

Learning Outcome 4:
Progress against action plans: evidence e.g. achievement against action plans, performance data, targets, consultation, periodic assessment against expectations, track progress, achieve full potential, evaluate, areas for improvement, interview, judgements, review, support learners, SMART targets

Effectiveness of the mentoring process: evidence e.g. reflect on experience of

Indicative Content: Facilitate the Learning and Development of Children and Young People through Mentoring

supporting, targets met, range of strategies used, questioning of learners, feedback given, self- assessment feedback, peer feedback from learners, teacher feedback, strategies e.g. successful, unsuccessful, alternative, evaluate impact

Improving the Attendance of Children and Young People in Statutory Education

Level:	Level 3
Credit Value:	5
GLH:	40
Unit Number:	T/617/6766

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the factors that impact on the attendance of children and young people in statutory education.	1.1 Explain factors that can affect the attendance of children and young people in statutory education. 1.2 Explain how these factors can be minimised.
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 the 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.

Indicative Content: Improving the Attendance of Children and Young People in Statutory Education

Learning Outcome 1:
Attendance of children and young people: factors e.g. health, illness, bullying, housing, care arrangements, caring for others, young carer, transport to and from school, work, money, truancy, disability or special educational needs, code of dress, mobility, mental health problems, religious observance

Absence minimised: factors e.g. quality of teaching and learning, welcoming, stimulating curriculum, contact with parents, carers, increase parent or carer understanding of legal requirements, helping family members to take part in activities, bringing children to school, methods of travel to school, rewards for attendance outside of school

Learning Outcome 2:
Agencies improving attendance: impact e.g. improvements in attendance, change in attendance patterns, review, comparison against local and national norms, schools in similar context

Individuals improving whole school attendance: roles e.g. responsibilities, named personnel, teachers, support workers, pastoral carers, home school liaison, special educational needs coordinator (SENCO), education psychologist, school attendance officer, Parent Support Advisers, Family Workers, Education Welfare Service, school first aider, Children's Services, Social Services, Traveller Education Service; Children's Education Advisory Service (CEAS)

Strategies to improve attendance: types e.g. buddy schemes, mentoring, counselling, temporary part-time timetables and/or alternative provision, different curriculum, extended work experience, college, voluntary work or outdoor activities; Pastoral Support Plans (PSPs); encourage; motivate; rewards; certificates, fast track to attendance programme, parenting contract; Common Assessment Framework (CAF), School Attendance Order, Penalty Notices, Education Supervision Order, court, Parenting Order

Learning Outcome 3:
Data on attendance: attendance data e.g. individual, groups, classes, whole school, number of absences, prolonged absences, registers Patterns of attendance: patterns e.g. non-attendance, days, authorised, unauthorised, short term, long term

Store data records: comply with e.g. national, local regulation, timeframes, disclosure; records e.g. registers, absence notes, ICT

Development of strategies and plans: using e.g. patterns of non-attendance, observation, supplementary information, school records, plan, set targets, individuals, groups, years, whole school, timeframes, rewards

Learning Outcome 4:
Engage to address attendance issues: ways e.g. role model, parenting classes, parent engagement, briefings, information for parents, attendance diaries, parent evenings, back to school days, rewards, mental health support

Indicative Content: Improving the Attendance of Children and Young People in Statutory Education
Support planning and monitoring activities: ways e.g. understanding school strategies for planning, monitoring, reviewing, own responsibilities in contributing to review of attendance, plans for individuals briefings, information for parents, expectations, contract with parents, home-school agreement Other agencies: ways e.g. planning for each learner's individual requirements with others, seeking help, specialist local and national support, information for learners and their families/carers, collaborative approach, partnership with parents and carers, awareness of issues, transcripts of conversations

Lead an Extra-Curricular Activity

Level:	Level 3
Credit Value:	3
GLH:	16
Unit Number:	A/617/6767

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	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.
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 present b) Making sure children and young people's clothing 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

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
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 throughout the activity. 4.3 Provide the children and young people with additional explanations and demonstrations to ensure they undertake the activity effectively. 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.

Indicative Content: Lead an Extra-Curricular Activity

Learning Outcome 1:
Aims and content: explain e.g. objectives, outcomes, aims, content, knowledge acquisition, skill acquisition, experience, short- medium- long-term learning outcomes, audience, experience, expectations

Values or codes of practice: range e.g. national, local, professional, discipline, policies and procedures, activity, subject specific, health and safety, risk assessments, guidance, statutory, legal framework, parameters

Health and safety: health and safety policy e.g. setting out equipment, correct and safe use of equipment and materials, being aware of potential safety issues when taking learners out of their usual setting, legal and organisational responsibilities for safeguarding children and young people

Learning Outcome 2:
Equipment and resources: range e.g. choice, equipment lists, provision and selection of a range of materials, equipment to support the activity

Prepare equipment and resources: considerations e.g. materials, relevant, special educational need, physical adaptability, quantity, count equipment and/or resources, quality, check for sizes, condition, safety, repair, set out, spares

Prepare environment: preparations e.g. risk assessment, appropriate forms, identify group leaders, appropriate supervision, identify sign off, Disclosure Barring Service (DBS), aims, activity, engagement, expertise of leaders, supervisors, participant experience, skill level, knowledge base, risk assessment, health and safety standards, sufficient supervision, food hygiene standards (where appropriate)

Dress: specialist clothing e.g. weather, wet, sun, temperature, footwear, safety, comfort, hygiene

Learning Outcome 3:
Interact with learners: communication e.g. using communication skills appropriate to the learner's level, language, voice, interpersonal skills, full attention, active listening, eye contact, available but not intrusive, offer new ideas and resources, inclusive encouraging expression of needs, feelings, listening, discussion, being sensitive to cultural differences

Organisational procedures for: checking those present e.g. identify, count, accuracy, register, missing children; ensuring dress code e.g. indoor, outdoor, specialist clothing, safety clothing, preparation requirements, availability and location of equipment, taking account of the needs of all learners in the learning environment, including those with additional or special needs, location of safety equipment

Information about the activity: preparation e.g. planning, timeline for activities, equipment, information sharing, letters, boundaries, roles and responsibilities, appropriate allocation of staff or adult volunteers to groups of learners, behaviour, withdrawal of learners, method of travel, journeys on foot, cars, school minibus, organised transport, public transport

Relevant experience and/or skills: research e.g. discuss, enquire, pre registration, questionnaire, previous relevant experience, skills base, qualifications, records

Indicative Content: Lead an Extra-Curricular Activity

Ensuring the children and young people understand the activity : e.g. inform, explain, demonstrate, parameters, raise awareness, questions, supervise, timings if applicable; mentally and physically prepared e.g. mentor, coach, methods appropriate to age, stage, special educational needs, check understanding, physical condition, parameters; are motivated e.g. acknowledge, encourage, attentive, advocate, ambassador, variety of activities, participation, incentives, rewards, attendance, praise positive behaviour

Learning Outcome 4:
Develop the activity: ways e.g. set objectives, plan according to need, observe, monitor, possible engagement with awarding bodies, qualifications

Give feedback at appropriate points: ways e.g. summarise, praise, acknowledging and celebrating successes and achievements, setting goals or actions in areas identified as needing improvement, difference between intentions and actual actions

Provide additional explanations and demonstrations: ways e.g. modelling, observe elite performers, coach, highlight performance, extension tasks, activities, opportunities

Encourage feedback and respond to feelings: ways e.g. request feedback, evaluation, receptive, showing respect for individuality, the feelings of others and group versus individual needs, listening, supporting positive relationships between learners and other adults in the setting

Vary activity to meet new needs and opportunities: ways e.g. consider age, stage, needs, abilities, respond to feedback, review, investigate alternatives, adapt, plan, differentiate, introduce new tasks

Prepare children and young people to finish their activities: ways e.g. give notice, supervise, inform when next activity takes place, resources, return materials as directed, storage, encourage learners to dispose of waste in a safe and tidy manner, check condition of materials and equipment after use

Learning Outcome 5:
Review the activity: ways e.g. observe, question, interact, discuss, test, national, local, objectives, sharing factors that have hindered progress, strategies for improvement, for reflection

Transfer learning to areas of school curriculum and other areas of life: ways e.g. analysis, self review of progress, functional skills, broader curriculum

Improve own contribution to extra-curricular activities: ways e.g. reflect, seeking, identifying and resolving problems, seeking alternatives, consideration of different perspectives, consideration of potential consequences, testing ideas, synthesising ideas, maintaining an open mind, evaluation and review

Maintain Children and Young People's Records in an Educational Setting

Level:	Level 3
Credit Value:	3
GLH:	12
Unit Number:	F/617/6768

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the organisational policy and procedures for maintaining records relating to children or young people.	1.1 Explain the organisational policy for maintaining records of children or young people. 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 children or young people. 1.6 Summarise actions to take in response to these potential problems.
2 Be able to maintain records relating to children or young people.	2.1 Obtain the information needed to update 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 records at agreed time intervals. 2.5 Ensure that records relating to children or young people are accurate, complete and up-to-date. 2.6 Maintain confidentiality according to organisational and legal requirements.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
3 Be able to maintain the safety and security of records relating to children or young people.	3.1 Return records promptly to the correct place after use. 3.2 Comply with organisational procedures for storage and security of records relating to children or young people.
4 Be able to 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 data protection legislation 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.

Indicative Content: Maintain Children and Young People's Records in an Educational Setting

Learning Outcome 1:
Learner records: types e.g. according to policy of setting, legal requirements, data transfer at key stages, Educational Record, Child Protection Records

Own role in maintaining learner records: factors e.g. conform to organisational and national requirements, own responsibilities, job descriptions, professional standards, requirements

Information: types e.g. academic records, subject specific, personal, reports, Record of Achievement, examination results, performance table, results, awarding bodies, Individual Education Plans, special educational needs, medical conditions, attendance, school meals, extra-curricular activities

Explain the importance of: updating records e.g. frequency, up-to-date information, point of reference, informing future learning, care, intervention; checking the validity and reliability of information e.g. accuracy, ethical cultural considerations, verify sources, integrity of data, evidence base, interpretation of marking schemes, awarding body requirements

Potential problems with individual learners and what action to take in response to these: types e.g. under achievement, failure to reach expected levels of achievement, comparisons, negative trends, application of results, limitations, conclusions, poor attendance, child protection issues

Learning Outcome 2:
Update learner records from valid and reliable sources: sources e.g. self-assessment records, peer assessment, parent, teachers, other professionals

Check information: checklist e.g. requirements, appropriate, evidence base, interpretation of marking schemes, awarding body requirements, standards

Concerns: sources e.g. evidence base, appropriate, sensitivity, empathy, confidentiality, disclosure, consent

Update learner records at agreed time intervals: frequency e.g. timeframes according to need, key stage, end of year, examinations, weekly, daily

Ensure learner records are accurate, complete and up to date: quantitative e.g. using specialist software, statistical techniques, grades, marks, percentages; qualitative, e.g. interpreting transcripts, sources of error, bias, checklist, comments

Maintain confidentiality: importance e.g. data protection, ethical considerations, appropriate procedures for reporting and sharing information

Learning Outcome 3:
Return learner records: ways e.g. location, secure storage, filing, mechanisms for filing, ICT

Storage and security of learner records: procedures e.g. policy of the setting, confidentiality, access, labelling, recovery

Indicative Content: Maintain Children and Young People's Records in an Educational Setting
Report breaches to security of learner records to the appropriate person: ways e.g. policy of the setting, requirements, responsible person, awareness, reflect, acting within own role and responsibility

Learning Outcome 4:
Importance of information sharing: reasons e.g. purpose, understanding, common knowledge base, audience, relevant, supporting learning, special educational needs, wellbeing, care

General Data Protection Regulations as a tool to enable and encourage information sharing: ways e.g. requirement, guidelines, roles and responsibilities, information transfer, appropriate audiences, relevant, up to date, subject of the information may see it on request, disclosure

Assess the relevance and status of information: methods of collection e.g. free description, snapshot, narrative, time sample, event sample, participatory, non-participatory, checklist; evidence e.g. photographs, examples of children's work, transcripts of conversations, Education, Health and Care Plan (EHCP), Parenting Order, guardian

Comply with legal and organisational requirements: requirements e.g. compliance, regulation, national, local policies, policies of the setting, levels of security, electronic communication, roles and responsibilities, educational record, information transfer, appropriate audiences, communication, child protection, disclosure

Plan, Allocate and Monitor Work of a Team

Level: Level 3

Credit Value: 5

GLH: 25

Unit Number: J/617/6769

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**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, professional competencies and objectives. 4.2 Identify and monitor conflict within a team. 4.3 Identify causes for team members not meeting team objectives. 4.4 Monitor the team's performance against the plan.
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 Use coaching and mentoring techniques to facilitate improvements in team members' performance

Indicative Content: Plan, Allocate and Monitor Work of a Team

Learning Outcome 1:
Agree team objectives with own manager: overall aim; timelines; budget; contingencies for unforeseen events; responsibilities; adherence to policies and procedures of school; involvement of others e.g. staff members, learners, parents, governors; skills audit

Plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team: Belbin's team role theory; consider strengths of team members e.g. through use of a skills audit to include practical skills, interpersonal skills, communication skills; plan to team strengths; action plan using SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives

Learning Outcome 2:
Discuss team plans with a team: present outline action plan; encourage all team members to contribute; value all contributions; accept constructive criticism; make decisions as a group; finalise action or development plan

Agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members: agree team roles and responsibilities; allocate individual roles and responsibilities; ensure objectives are specific, measurable, achievable, realistic and time-bound

Agree standard of work required by team: clarify timelines; clarify roles and responsibilities; adherence to school policies and procedures; budget constraints

Learning Outcome 3:
Support all team members to achieve team objectives: monitor progress; offer ideas to speed up; suggest ways to improve quality; value efforts; motivate; encourage negotiation; offer support; use problem-solving strategies; seek solutions e.g. renegotiate roles, reallocate responsibilities if required

Learning Outcome 4:
Assess team members' work against agreed standards and objectives: against agreed roles and responsibilities Identify and monitor conflict within a team: identification of conflict e.g. noncompletion of tasks, non-compliance by individuals, poor performance, anger, hostility; monitor e.g. recognise cause of disagreements, do not ignore, mediate, use conflict resolution to achieve win/win solutions, renegotiate roles, reallocate responsibilities if required

Identify reasons for team members not meeting team objectives; reasons e.g. unrealistic timescale/deadlines, other responsibilities taking priority, illness, conflict between team members, lack of motivation, unrealistic tasks/targets, unclear tasks/targets, confusion of roles and responsibilities

Learning Outcome 5:
Ways of improving team performance; involvement of all in planning, SMART objectives; clearly defined roles and responsibilities; effective support; careful monitoring; identifying and resolving conflict; redefining roles

Indicative Content: Plan, Allocate and Monitor Work of a Team

Constructive feedback to team members to improve their performance: non-judgemental; two-way; honest; based on facts; focused on actions; recognise positives; give opportunity for individual to clarify and question

Implement identified ways of improving team performance: relating to team performance e.g. objective setting, support, monitoring; conflict resolution; effective feedback, modelling, mentoring or coaching

Promote the Wellbeing and Resilience of Children and Young People

Level: Level 3

Credit Value: 3

GLH: 22

Unit Number: A/617/6770

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1 Understand the importance of promoting positive well-being and resilience of children and young people.	1.1 Explain factors that influence the well-being of children and young people. 1.2 Explain the importance of resilience for children and young people. 1.3 Analyse effective ways of promoting well-being and resilience in the work setting. 1.4 Describe ways of working with parents or carers to promote well-being and resilience in children and young people. 1.5 Explain protective factors which support children and young people's well-being and resilience
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 well-being 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.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
3 Be able to support children and young people to have 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.

Indicative Content: Promote the Wellbeing and Resilience of Children and Young People

Learning Outcome 1:
Factors that influence wellbeing: factors e.g. secure family relationships, family breakdown, unstable families, more limited role of extended family, deprivation, mental and physical health of caregivers, inadequate income, SEN including emotional and behavioural difficulties and specific learning difficulties
Importance of resilience: benefits e.g. able to rise to challenges, ability to be resilient is often an indicator of future success as an adult, helps protect children against emotional and behavioural problems, violence and crime, teenage pregnancy, misuse of drugs and alcohol

Promoting wellbeing and resilience: ways e.g. taught curriculum, teaching social and emotional skills, showing empathy, interest, respect, modelling, giving praise for effort, active listening, correcting behaviour, not labelling the individual, inquiry-based and practical learning, encouraging learners to consider the effects of their actions on others, test and stretch skills and abilities

Working with carers: ways e.g. recognise the importance of child–parent/carer relationships to children's wellbeing and resilience; consider how they frame feedback to parents and support them in encouraging their children to develop new skills and overcome setbacks, use of family learning programmes, homeschool liaison ensuring parents/carers have information they need to support their child's learning, support of other professionals e.g. parent support advisers

Protective factors to support children and young people including friendship groups, Family, attendance officers, pastoral support.

Learning Outcome 2:
Social and emotional identity: explanation e.g. formation of self-identity is at the centre of the development of children's emotions, how children think of themselves directly affects ability to learn and achieve e.g. labelling themselves as 'stupid' or 'clever', can prevent persistence either because there seems no point or because they become afraid to fail, negative self-identity affects ability to form positive relationships and to learn, can be carried into adulthood

Recognise and value abilities, talents and achievements: ways e.g. know self-identity in children and young people is influenced by what happens around them, image of themselves comes from way others treat them, show respect and value children/young people's views, opinions, feelings, show you value their capabilities and strengths, positively reward effort and achievement

Involve children and young people in decisions: ways e.g. show respect for their views and opinions, support them to evaluate benefits and drawbacks of choices, use feedback to confirm understanding, give supportive and realistic responses to questions, ideas, suggestions and concerns, balance risk management and need for children/young people to extend and challenge themselves, allow children/young people to set their own limits within acceptable risks

Goals and targets: identifying goals e.g. specific, positive, achievable, capable of being broken down into small steps of achievement, build confidence and self-esteem, agree targets with child/young person ensuring that they provide a degree of challenge, use

Indicative Content: Promote the Wellbeing and Resilience of Children and Young People

progress review to revise goals and/or provide additional support where necessary, celebrate achievements and provide support to help deal with disappointment, praise effort

Learning Outcome 3:
Open, trustworthy, respectful and reliable: ways e.g. provide a calm and accepting environment where it is safe to talk openly and honestly about experiences and aspirations, value diversity and demonstrate acceptance of similarities and differences, show consistency in responses, help children/young people to identify the boundaries of acceptable and unacceptable behaviour

Solution-focused approach: purpose e.g. can help a child/young person identify what their goals or preferred future will look like when they have overcome their problems or challenges, can help the child/young person notice things in their lives that are going well or goals that are partly achieved, building confidence and the belief that they can improve other areas too, helps recognise transferable skills

Challenges and disappointments: responses e.g. acknowledge children/young people's feelings, support reflection on learning from challenges and disappointments, help break challenges down into small steps of achievement

Express feelings, views and hopes: ways e.g. be open and accepting, communicate openly, honestly, non-judgementally, demonstrate empathy, use situations, books to explore with children/young people how others may feel and how they would have felt in that situation Impact of their own actions and behaviour: reflect on e.g. behaviour, feelings of others, solutions to help put things right, consequences of own actions

Learning Outcome 4:
Recognise, value and meet health needs: ways e.g. self-esteem, positive self image in avoiding risky behaviour, talk freely about health concerns, promote healthy eating, participation in physical activity, promote healthy and realistic body image, use opportunities that arise to reinforce messages

Make positive choices about health needs: ways e.g. answer questions openly and honestly, identify possible risks and consequences, help identify sources of advice, information and guidance

Assess any risks or concerns: ways e.g. recognise signs and symptoms that children/young people's physical or mental health may be at risk, know when and how to refer to others, carry out risk assessments in line with organisational policy Importance of informing relevant people: process e.g. procedure and policies for referral, know when and how to report concerns, action to be taken in the event of a suspected child protection situation

Record concerns: ways e.g. apply the setting's policies and procedures for sharing and recording information, respect confidentiality, data protection, information sharing, be accurate, objective, non-judgemental, use of appropriate language

Support Learners who speak English as an Additional Language

Level:	Level 3
Credit Value:	4
GLH:	23
Unit Number:	F/617/6771

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1 Be able to interact with learners who speak English as an additional language,	1.1 Interact with learners who speak English as an additional language 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 Know how to support learners who speak English as an additional language to develop skills in the target language.	2.1 Summarise the organisation's policy and procedures for supporting learners who speak English as an additional language. 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.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
3 Be able to support learners who speak English as an additional language to access the curriculum.	3.1 Develop learning resources to meet the needs of learners who speak English as an additional language.
	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

Indicative Content: Support bilingual Learners who speak English as an Additional Language

Learning Outcome 1:
Interact with learners who speak English as an additional language: situations e.g. on a one-on-one, group; being respectful e.g. by actively listening and avoiding assumptions, valuing diversity e.g. first/home language, cultural expectations, social differences, prejudice, preconceptions, stereotyping, building rapport and developing relationships using the appropriate form of communication; importance of relationships e.g. building self-esteem, learning reinforcing positive self-images for learners who speak English as an additional language; communication skills - listening, questioning, understanding and responding to what is being communicated; manner of speaking; body language; cultural differences in interpretation of non-verbal communications; empathy e.g. responding to emotional state; involving learners in decisions that affect them

Language and vocabulary: appropriate to the learner's age, stage of development, language and communication needs, and personal circumstances; being aware that a learner who speaks English as an additional language may not have understood what is being communicated

Learning Outcome 2:
Policy and procedures: policy and procedures within a specific organisation for supporting learners who speak English as an additional language e.g. for inclusion, equality of opportunity, valuing diversity, multiculturalism and anti-racism; roles and responsibilities e.g. senior staff, teachers, support staff, parents

Theories of first language acquisition and additional language acquisition: theories e.g. Skinner, Piaget, Chomsky, Vygotsky, Krashen's Theory of Second Language Acquisition, Communicative Language Teaching, cognitive approach to second language acquisition, immersion

Support development of the target language: using theories e.g. approaches to teaching and learning, language development, use of first language; identifying links within the curriculum to the culture and language of newly arrived learners; promoting engagement in learning e.g. by drawing on the learner's interests or cultural background

Introducing new words and language structures: techniques e.g. explaining and reinforcing key vocabulary and language structures, modelling or demonstrating the use of key vocabulary and language structures, providing opportunities for learners to repeat and produce the language in context e.g. through well-planned pair or group work, encouraging the use of bilingual and/or picture dictionaries, encouraging learners to develop their own personal word lists, providing visual support, scaffolding oracy e.g. using frameworks for talking and active listening tasks, integrating speaking, listening, reading and writing in the target language

Learning Outcome 3:
Learning resources: range e.g. culturally relevant handouts, bilingual and/or picture dictionaries, artefacts, pictures, graphic organisers, dual-language materials

Teaching, learning and assessment: methods e.g. allowing time for

Indicative Content: Support bilingual Learners who speak English as an Additional Language

learners who speak English as an additional language to adjust and become familiar with the structure and pace of lessons, ensuring learning objectives are explained clearly through visual supports, providing key visuals and displays that illustrate the process of tasks and the steps to take, using peer support to promote thinking and talking in first languages to support understanding, observing learners to monitor learning and achievement, listening to how learners describe their work and their reasoning, asking questions to check understanding, giving feedback in a constructive way so that the learner can use his/her errors as a learning tool, allowing the learner time to summarise and reflect on what he/she has learned using open-ended questions

Maintaining confidence and self-esteem: provide e.g. opportunities to rehearse the required language and content before the lesson, praise and constructive feedback, encouragement for self-expression, value for learner's first/dominant language

Encouraging independence: helping learners to develop learning strategies e.g. providing information, advice and opportunities for the learner to choose and make decisions about his/her own learning

Comment on learners' participation and progress: feedback e.g. effectiveness of learning activities in meeting the learning and language development needs of bilingual learners, examples of learner progress and achievement, including language samples and evidence of subject knowledge, understanding and skills, identifying successes, difficulties and challenges in supporting learner participation and progress, factors that hindered learner participation and progress, feedback to the teacher – verbal, written

Support Children and Young People during Transitions in their Lives

Level: Level 3

Credit Value: 4

GLH: 18

Unit Number: J/617/6772

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1 Understand the range and impact of transitions that children and young people may experience.	1.1 Explain types of transitions 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 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 may be experiencing a transition in their life. 2.2 Provide opportunities for children and young people to discuss significant events and experiences that may impact on them. 2.3 Recognise and take account of any signs of change in the attitude and behaviour of individual children or young people. 2.4 Share information or concerns about children or young people with the appropriate person or agency, according to the procedures of the setting.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
3 Be able to work with others to plan integrated support for children and young people going through transitions.	3.1 Explain types of 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 Be able to support children and young people to manage transitions in their lives.	4.1 Work within the boundaries and protocols that govern own role in supporting children or young people through transitions. 4.2 Demonstrate ways of supporting children and young people to manage transitions in their lives. 4.3 Provide support in a timely way to help children and young people to manage transitions and reach positive outcomes. 4.4 Support children and young people to recognise and build on their strengths to manage change positively. 4.5 Provide opportunities for children and young people to discuss the effects and results of transition. 4.6 Explain when and how to refer children and young people to others within the setting or in other agencies should further support be necessary.

Indicative Content: Support Children and Young People during Transitions in their Lives

Learning Outcome 1:
Types of transitions: types e.g. emotional, physical, e.g. moving to a new educational establishment, a new home/locality, intellectual e.g. moving from pre-school to primary, or primary to secondary school, physiological e.g. puberty, long-term medical conditions

Transition from childhood to adulthood: patterns e.g. baby e.g. weaning into solid food, from nappies to becoming toilet trained, young child e.g. starting nursery, starting school, children e.g. moving to secondary school, moving to further education/training, young people e.g. moving to higher education, employment, marriage, parenthood

Effects of different types of transitions: types e.g. emotional transitions may affect behaviour, learning, mental health, intellectual, physical

Transitions affected by culture, religion, personal beliefs, gender, stage of development, previous experiences: culture e.g. ways children and young people are supported, encouraged, prepared for planned transitions, attitudes to education; religion e.g. approaches to bereavement; personal beliefs, gender e.g. boys should not show emotions; stage of development e.g. level of understanding about reason for transition, level of independence; previous experience e.g. positive previous experience will make children and young people confident, poorly managed transition will make children anxious

Transitions affect those most at risk of exclusion or underachievement: reasons e.g. limited resilience, decline in academic achievement, poor motivation, effects of stress, children and young people with multiple adversities most at risk of poor outcomes

Need for additional support to manage transition: reasons e.g. feelings of insecurity, need explanations relevant to stage of development, vulnerable to bullying, may have been over protected, need reassurance that extra support is available

Learning Outcome 2:
Indications of transition: signs e.g. information from parents/carers, changes in behaviour, decreased motivation, lack of progress, social interactions affected, attendance

Discuss significant events and experiences that may impact: opportunities e.g. relationship with key person, tutor, mentor, circle time, assemblies, Personal, Social and Health Education (PSHE) curriculum activities, Social and Emotional Aspects of Learning (SEAL) activities, activities to prepare children moving from Early Years Foundation Stage (EYFS) to Key Stage I, activities to prepare children moving from primary to secondary school Signs of concern or distress: signs e.g. changes in behaviour, decreased motivation, lack of progress, social interactions affected, attendance, bullying, being bullied

Changes in attitude and behaviour: actions e.g. follow behaviour policy of school, realistic expectations, apply rules and sanctions, monitor behaviour, report changes in behaviour pattern, speak to child/remove child from situation if distress observed, discuss behaviour with child or young person

Share information and concerns: ways e.g. follow procedures of setting for

Indicative Content: Support Children and Young People during Transitions in their Lives

reporting and recording information and information sharing, awareness of own roles and responsibilities

Learning Outcome 3:
Support available: within the setting e.g. induction process, key person, form tutor, buddy scheme, leaving assemblies, welcoming assemblies, support in the classroom, involve parents; other agencies e.g. Sure Start, planning with secondary school and further education college, Connexions; multi-agency transition planning for children and young people with special educational needs and disabilities; health visitor; planning support specific to the type of transition e.g. for bereaved children from Child Bereavement Trust; for children of families in the armed forces

Legal frameworks, organisational procedures and referral routes: types e.g. Every Child Matters – Change for Children (2004), Every Child Matters - Making It Happen: Working together for children, young people and families (2008), Common Assessment Framework (CAF), Aiming High for Disabled Children, Better support for Families (2007); referral routes in school e.g. SENCO, protocol for recording and information sharing

Contribute to planning support: ways e.g. share observations of the behaviour of children and young people, involve children and young people in planning, involve parents/carers in planning

Comply with legal, organisational and ethical requirements: follow school policies and procedures; requirements relating to confidentiality, data handling, information sharing

Respect for the role and expertise of other professionals: reasons e.g. professional training, experience, awareness of lines of accountability and responsibility

Learning Outcome 4:
Boundaries and protocols: awareness of own roles and responsibilities e.g. parameters of own role, lines of reporting, professional relationships with children and young people

Support to manage transitions: ways e.g. develop and maintain respectful relationships, enable learners to share concerns and fears, awareness of individual needs, encourage children and young people to ask questions about transitions in their lives, listen actively to what children and young people are saying about transitions in their lives, explain situations fully and accurately, work with children and young people to explore possible actions to deal with new and challenging situations, involve children and young people in making decisions, summarise and confirm key points in discussions with children and young people

Timely support: ways e.g. report concerns, awareness of changes to behaviour and motivation, enable support to be put in place to minimise effects

Recognise and build on their strengths: ways e.g. encourage children and young people to think of transitions as positive, ensure success in manageable tasks to build self-esteem, praise, encourage peer support

Indicative Content: Support Children and Young People during Transitions in their Lives

Discuss the effects and results of transition: opportunities e.g. circle time, tutor groups, mentoring sessions, tutorials

When and how to refer: follow procedures of school for reporting and recording e.g. lines of reporting, report changes in behaviour and motivation

Support Children and Young People with Dyslexia

Level:	Level 3
Credit Value:	4
GLH:	28
Unit Number:	L/617/6773

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand what is meant by 'dyslexia'.	1.1 Identify different definitions of 'dyslexia' and the key differences between them. 1.2 Explain the characteristic features of dyslexia. 1.3 Explain how individuals might experience dyslexia differently, depending on the severity and persistence of their dyslexia and the area(s) and/or function(s) most affected.
2 Be able to select and adapt teaching and learning resources to meet the needs of individuals with dyslexia under the guidance of the teacher.	2.1 Work with the teacher to select materials and resources, including technology where appropriate, to meet the needs of one or more children or young people with dyslexia. 2.2 Adapt teaching and learning materials to increase their accessibility for one or more children or young people with dyslexia.
3 Be able to monitor the progress of children or young people with dyslexia	3.1 Record progress in specific areas of learning against the targets of one or more learners, using the setting's recognised processes.
4 Be able to work with the teacher to evaluate and adjust learning support strategies to meet the needs of children or young people with dyslexia.	4.1 Review the effectiveness of learning support strategies provided for one or more children or young people with dyslexia. 4.2 Use findings to work with the teacher to adjust support strategies where necessary.

Indicative Content: Support Children and Young People with Dyslexia

Learning Outcome 1:
Definitions of dyslexia: difficulty with words; terminology used in the past; linked with learning disability, communication difficulties; problems with processing information

Features of dyslexia:
- May read very slowly with many inaccuracies.
- Continues to spell incorrectly, frequently spells the same word differently in a single piece of writing.
- May avoid reading and writing tasks.
- May have trouble summarising and outlining.
- May have trouble answering open-ended questions on tests.
- May have difficulty learning a foreign language.
- May have poor memory skills.
- May work slowly.
- May pay too little attention to details or focus too much on them.
- May misread information.
- May have an inadequate vocabulary.
- May have an inadequate store of knowledge from previous reading.
- May have difficulty with planning, organising and managing time, materials and tasks.

Learning Outcome 2:
Relevant resources including technology: media – thicker paper, matt rather than glossy, cream rather than white; technology - syllabification tools which break words down into more manageable chunks, highlighter tools for nouns and verbs, dulled screens, adapted UX which is less 'busy', photographing information to assist with working memory, recording using Dictaphones to stop over-stress caused by trying to retain information as well as listen in real time, speech to text software, reading pens; coloured overlays, sequencing memory joggers, magnetic letters and board, smart chute, flash cards, story cards etc

Learning Outcome 3:

Record progress: feedback to teacher both in writing and verbal; use of organisation's processes; traffic light systems

Accurate records: methods of recording e.g. checklist, target learner(s), questioning, explaining and instructing before observing, objectivity, checking findings with others, level of detail required

Learning Outcome 4:

Review effectiveness: reflection models e.g. Kolb, Gibbs, Schon

Support Children and Young People with Social, Emotional and Mental Health Development Needs

Level:	Level 3
Credit Value:	4
GLH:	25
Unit Number:	R/617/6774

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1 Understand the influences impacting on the social, emotional and mental health 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 abilities • physical abilities • behaviour • mental health • emotional responsiveness.
2 Understand the special educational needs of children and young people with emotional, social and mental health development needs.	2.1 Explain the particular emotional, social and mental health development needs of children and young people in the setting. 2.2 Summarise the individual plans of children and young people with emotional, social and mental health development needs with whom they work. 2.3 Explain how special educational needs impact on observed behaviour.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
3 Understand the function of behaviours displayed by children and young people with social, emotional and mental health development needs	3.1 Explain the functions of behaviour for a child or young person. 3.2 Record patterns of behaviour to analyse the functions of behaviour displayed by a child or young person. 3.3 Recognise the reasons for exhibited behaviour in a specific incident.
4 Be able to support the behaviour management of children and young people with emotional, social and mental health development needs.	4.1 Work with children, young people and others to identify and set behaviour goals and boundaries for children and young people with emotional, social and mental health development needs. 4.2 Explain how goals and boundaries support children and young people to develop and consolidate social and emotional skills and promote mental well-being. 4.3 Provide support for children, young people and others to understand and apply goals and boundaries. 4.4 Work collaboratively with others to implement a positive, collegiate approach to the management of disaffection and challenging behaviour in children and young people. 4.5 Use knowledge of children and young people with emotional, social and mental health development needs to contribute to the provision of safe and supportive opportunities to establish and sustain community-based rules and develop social interaction. 4.6 Demonstrate strategies for promoting positive behaviour and managing inappropriate behaviour of children and young people with emotional, social and mental health development needs.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
5 Be able to support children and young people with emotional, social and mental health development needs to develop relationships with others.	5.1 Provide opportunities for children and young people with emotional, social and mental health development needs to establish social contacts and relationships with others.
	5.2 Demonstrate ways of encouraging cooperation between children and young people in ways which are suitable for their age and stage of development.
	5.3 Interact with children, young people and other adults in ways which provide a positive and consistent example of effective interpersonal relationships.
	5.4 Demonstrate ways of responding to conflict situations and incidents of inappropriate behaviour with due consideration for own safety and that of others.
	5.5 Demonstrate strategies for helping rebuild damaged emotional relationships between: a) Children and young people b) Children or young people and adults
	5.6 Demonstrate ways of supporting children and young people to review their social and emotional skills and the consequences of these on others and themselves.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
6 Be able to support children and young people with emotional, social and mental health development needs to develop self-reliance and self-esteem.	6.1 Demonstrate ways of encouraging and supporting children and young people with emotional, social and mental health development needs to: a) Communicate their feelings, needs and ideas b) Make their own decisions c) Accept responsibility for their actions 6.2 Support children and young people to refocus on personal goals, boundaries and responsibilities following flashpoints where their self-control has been lost. 6.3 Provide opportunities for children and young people to develop self-management and self-regulation skills. 6.4 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.

Indicative Content: Support Children and Young People with Social, Emotional and Mental Health Development Needs

Learning Outcome 1:
Upbringing, home circumstances, and physical and emotional health: aspects e.g. poor attachment, lack of trust, needs unmet, low self-esteem, lack of confidence, withdrawn, isolated, anxious, immature social skills, lack of empathy Impact of home experiences: negative/traumatic home experiences e.g. parental conflict, neglect, erratic discipline, family breakdown, bereavement, parental mental health problems, parent in prison, abuse; effects e.g. 'acting in' behaviour, 'acting out' behaviour, depression, anxiety, guilt, helplessness, hopelessness, poor concentration, restlessness, irritability, self-harm, disruption, easily frustrated, aggression, bullying, school refusal

Impact of psychological and psychiatric disorders: impact e.g. children with attention deficit hyperactivity disorder (ADHD) often rejected and disliked by peers as they disrupt play, interrupt, damage possessions, have difficulty in waiting for their turn, children and young people who are anxious/depressed have difficulty in interpersonal relationships, withdrawn, children and young people with Tourettes Syndrome may be threatened and excluded from usual social activities, find it difficult to form relationships, may be ridiculed, rejected, bullied

Medication: impact e.g. stimulant medication for ADHD (Ritalin, Dexedrine) can increase attention, reduce hyperactivity, children are calmer, more focused and less impulsive but effects can change during adolescence and may need review, epilepsy medication can cause drowsiness, affect concentration, asthma medication may cause concentration deficits and inattentiveness, impaired short-term memory, poor time management mood changes, antihistamines can cause drowsiness

Learning Outcome 2:
Behaviour, emotional and social development needs: individual needs of children e.g. those experiencing emotional and behavioural difficulties, whole setting culture of valuing each child; whole setting restorative approach; whole setting policies for behaviour expectations, high expectations of achievement; initiatives for vulnerable children e.g. proactive work with parents, motivating teaching and learning experiences, differentiated learning, Individual Education Plan (IEP), one page profiles, pupil passports, Individual Behaviour Plan (IBP), correlation with other learning difficulties e.g. speech, language and communication, additional provision, praise and reward, provide short, achievable targets, minimise distractions, support with transitions

Plans: types e.g. differentiated curriculum plan, pupil passports, one page profile, Individual Behaviour Plan (IBP) e.g. involve the learner, record strategies employed to enable the child to progress, short-term targets set for or by the child, the teaching strategies and provision to be used and put in place, when the plan is to be reviewed, success and/or exit criteria, outcomes

Learning Outcome 3:
Set behaviour goals and boundaries: work with others e.g. family members, teachers, other adults in the setting, professionals external to the setting e.g. educational psychologist; set goals and boundaries e.g. achievable, motivating, provide opportunities for frequent feedback, clear sanctions, merit system; communicate goals and boundaries with colleagues and parents

Indicative Content: Support Children and Young People with Social, Emotional and Mental Health Development Needs

Goals and boundaries: support e.g. consistent approach helps learners feel secure, setting goals is motivating, achieving goals is empowering, improves self-esteem and confidence, sense of achievement

Apply goals and boundaries: remind child/young person of goals, arrangement of environment e.g. seating, away from distractions, area for chill-out, help with understanding emotions, active listening

Work collaboratively with others for management of disaffection and challenging behaviour in learners: ways e.g. value all, follow setting policies for behaviour expectations, sanctions, bullying, high expectations of achievement, active promotion of emotional and social learning, communicate and share achievements with other learners, family members, teachers, other adults in the setting, professionals external to the setting

Contribute to the provision of safe and supportive opportunities: use e.g. Social and Emotional Aspects of Learning (SEAL), curriculum resource for Primary and Secondary schools, Social and Emotional Aspects of Development (SEAD) for EYFS practitioners, conflict resolution, restorative justice

Strategies: strategies e.g. high expectations, achievable targets, praise positive behaviour, consistent approach, well-differentiated tasks, small tasks with frequent feedback, varied approach to meet learning styles, grouping to minimise disruptions, sensitive, discrete, non-stigmatising support, use of merit marks consistent with policy of setting

Learning Outcome 4:
Provide opportunities: utilise interests of children and young people; activities outside the classroom e.g. playtime, lunchtime, extra-curricular clubs

Encouraging cooperation: set e.g. achievable group tasks, provide choices, provide sufficient resources, praise cooperation, encourage development of skills for peer relationships, support conflict resolution

Interactions with learners: role model active listening e.g. genuine interest; calm consistent approach, focus on positives

Responding to conflict situations and incidents: follow policy and procedures e.g. maintain professional relationship, repeat directions calmly, intervene early, use time out, use agreed behaviour management strategies, use agreed sanctions, send for additional help if needed

Strategies for helping rebuild damaged emotional relationships: strategies e.g. apply principles of restorative justice, encourage ownership of problem, facilitate dialogue, opportunity for mediation, opportunities in small groups to develop positive supportive relationships with a range of adults

Supporting learners to review their social and emotional skills: techniques e.g. provide opportunity for learners to be listened to, encourage reflection of actions and consequences on others, opportunity to learn from mistakes in supportive environment, help to understand emotions and appropriate responses

Indicative Content: Support Children and Young People with Social, Emotional and Mental Health Development Needs

Learning Outcome 5
Encouraging and supporting learners with behaviour, emotional and social development needs: techniques e.g. listen to children and young people, value opinions, discuss emotions and consider consequences on others, enable decision making to develop sense of control

Support learners to refocus on personal goals, boundaries and responsibilities following flashpoints: techniques e.g. non-judgemental response, time to calm down, discuss emotions, discuss strategies to deal with emotions

Opportunities for learners to develop self-management and self-regulation skills: develop e.g. personal skills that will help children and young people to organise themselves and manage their behaviour, exercising choice, decision making, problem solving, self-expression, general life skills

Recognising and rewarding achievements and efforts: strategies e.g. 'congratulations' and 'good news' postcards home, personalised letters to parents, certificates which recognise positive contributions to the school community, celebration assemblies involving parents, special privileges, prizes, gold stars for younger children

Support Disabled Children and Young People and those with Special Educational Needs

Level:	Level 3
Credit Value:	5
GLH:	24
Unit Number:	Y/617/6775

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	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.
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.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
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 and reasonable adjustments 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.
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.

Indicative Content: Support Disabled Children and Young People and those with Special Educational Needs

Learning Outcome 1:
Legal entitlements: current, national legislation e.g. Education (Special Educational Needs Co-ordinator) (England) Regulations 2008 (SI 2008 NO 2945), Disability Discrimination Act (DDA) 1995 and 2005, The Special Educational Needs (SEN) and Disability Act 2001 Children Act (2004), the SEN and Disability Act (2001), Criminal Records Bureau (CRB); government guidance e.g. Every Child Matters, Every Disabled Child Matters, Disability Access, inclusion, personalised learning, learning support, multi-agency support, National Occupational Standards (NOS)

Assessment and intervention frameworks: frameworks e.g. Special Needs Code of Practice (2001), Statement of Special Educational Need: School Action Plus, School Action, Common Assessment Framework, Removing Barriers to Achievement 2004

Early recognition and intervention: identification e.g. developmental norms, assessment, developmental age, stage, impaired development, safeguarding, individual need, medical, social, educational

Individual plans: purpose e.g. outcome, personalised learning goals, personalized targets, create appropriate materials; teaching and learning strategies e.g. individual, group, personalised curriculum, support e.g. therapists, medical need, care, planning and review

Working inclusively: social interactions e.g. integration, diversity, tolerance, understanding of those with whom they mix and learn; benefits of inclusivity to learners; benefits of inclusivity to the children and young people with whom they mix and learn

Learning Outcome 2:
Relationship between disability and special educational needs: definition of special educational needs e.g. literacy, numeracy, application, understanding, expression, social ability, relationships, behaviour; medical definition of disability e.g. physical, mental, emotional, complexity; interdependency between special educational need and disability

Disabilities and/or special educational needs: assessment of e.g. character of disabilities, special educational needs

Special provision: support e.g. seating plan, group teaching, one-to-one tutoring, physical, medical, teaching assistant support in class, personalised curriculum, teaching and learning strategies, appropriate materials, resources, large print, Braille, audio, visual, tactile, ICT, talking computer keyboard

Pattern of development: normal range reference e.g. age, stage, medical assessment, patterns of development of children with similar disabilities or special needs, comparison with and assessment of children and young people with whom they work

Indicative Content: Support Disabled Children and Young People and those with Special Educational Needs

Learning Outcome 3:
Information needs, capabilities and interests: records e.g. medical, physical, mental, emotional, hobbies, interests, strengths, parents, teacher, special educational needs coordinator, Local Authority Special Needs Officer, psychologist, doctor

Barriers to participation: barriers e.g. problems, challenges; inhibitors e.g. visual, auditory, motor, social skills, ADHD; others e.g. transport, access, carer

Knowledge: create opportunities e.g. planning, engage, use of materials, resources, technology, adaptation, seating placement, select topics of interest, subject material, stimulate

Consult for equality of access: communication e.g. listen, observe, interview, discuss; participation and access issues e.g. what works, what doesn't work, what could work better, learner, peers, parents, teacher, special educational needs coordinator, Local Authority Special Needs Officer, psychologist, doctor; involvement in design, delivery and evaluation of services e.g. advice, plan, feedback, review

Demonstrate inclusion: support e.g. application of practices, engage, deliver practical examples of supporting inclusion

Learning Outcome 4:
Identify and implement adaptations and reasonable adjustments: adapt to need e.g. curriculum modified, individual goals for learner with learning disability, physical environment e.g. space for movement, safety, materials, resources, techniques

Specialist aids and equipment: how to use equipment e.g. assist if, when appropriate, instructions, demonstrate use of specialist equipment, model, videos, ensure equipment is fit for use, fully charged, correct height, relevant to need

Supporting participation and equality of access: support e.g. application, use, engage, deliver practical examples, layout of classroom, sight of whiteboard, reach equipment, safe movement, access, opportunities to respond to questions, activities; adapt activities to make them accessible e.g. physical education activities; enable participation at appropriate level for ability, progress

Learning Outcome 5:
Participate in observing and identifying the needs, capabilities and interests of disabled children and young people and those with special educational needs: identify others e.g. teachers, parents, peers, teaching assistants, carers, medical supporters; plan e.g. methods of observing, learner response; types of activities involving learners with needs e.g. reading, play activities, physical activities, classroom teaching, enrichment activities, external visits, visiting experts

Encourage and support others: identify others e.g. teachers, parents, peers, teaching assistants, carers, medical supporters; information about needs e.g. plan, appropriate interventions, engagement, participation

Indicative Content: Support Disabled Children and Young People and those with Special Educational Needs

Work in partnership: liaise with others e.g. teachers, parents, peers, teaching assistants, carers, medical supporters, one- to- one interviews, discussion, activities and experiences e.g. involvement in design, delivery and evaluation of services, assessment of outcomes; self-assessment, create action plans, feedback, review

Support Gifted and Talented Children and Young People

Level:	Level 3
Credit Value:	4
GLH:	21
Unit Number:	D/617/6776

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**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 learners: 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

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
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.

Indicative Content: Support Gifted and Talented Children and Young People

Learning Outcome 1:
Gifts or talents: reasons e.g. results of in-class/teacher assessment, qualitative information, teacher assessment, nomination; examples of learners' work e.g. reference to prior attainment/achievement

Additional learning needs: ways e.g. teacher observation, assessment checklists, background knowledge, key features of development including physical, intellectual, language, gender, emotional, social, age, stage appropriate

Identify sources of support: within the setting e.g. club activities, chess, photography, gardening, curriculum subjects, breadth, creative, activity days, master classes, summer schools, specialist teachers, artists, authors, experts in residence, enrichment groups, lesson plans specifically designed for gifted and talented; outside of the setting e.g. activity days, master classes, day and residential visits, professional bodies, sports clubs, music societies, choral societies, adventure groups, school library services, museums, charities, internet, websites, Advanced Learning Centres, Children's University and University First Age projects, Children's Parliament

Learning Outcome 2:
Learning programmes: types e.g. curriculum, individual learning plan, short-term, medium-term, long-term planning, planning based on achievements, strengths and weaknesses relating to knowledge, understanding and skills, using SMART principles, preferred learning styles, differentiation, common task that invites different responses and outcomes, tasks that vary in difficulty, graded exercises

Work with others to identify activities: ways e.g. collaboration, cooperation, planning, setting targets; staff e.g. head teacher, gifted and talented coordinator/leading teacher, governor, parents; activities for learners e.g. extension, using higher stages, problem solving, work with older learners, additional materials, questioning, giving independence, encouraging reflection,
self-analysis, negotiation, monitoring, review, motivate

Select and prepare learning resources: to meet learner needs e.g. by knowledge of learners' learning levels, knowledge of learner capability, individual learning plans, awareness of learning outcomes, awareness of curriculum content, areas of interest; enrich teaching and learning objectives e.g. planning based on achievements, strengths and weaknesses relating to knowledge, understanding and skills

Learning Outcome 3:
Participation: strategies e.g. differentiation, challenge, creating a positive learning environment, managing behaviour, encouraging collaborative learning, prompting shy or reticent learners to ask questions and check understanding, ensuring learner understand the learning tasks, helping learners to use resources relevant to the learning activity, modify or adapt activities; providing individual attention

Support learners: objectives e.g. review activities, identify areas for improvement, reasons for making judgements, evidence base, contribution to learning process, individual development plan; strategies, achievements and future learning e.g. assessment; progress, identification of difficulties and challenges, use assessment strategies to improve learning, review own learning, approaches to learning; provide information e.g. resources, research,

Indicative Content: Support Gifted and Talented Children and Young People

local, regional, national, extra-curricular activities, community-based activities, competitions, visits, productions, visiting experts, interest groups

Support Learners with Cognition and Learning Needs

Level:	Level 3
Credit Value:	4
GLH:	21
Unit Number:	H/617/6777

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**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, showing how this affects learning.
	1.2 Explain the significant differences between global learning difficulties and specific learning difficulties or language impairment.
	1.3 Explain the range of cognitive skills necessary for effective learning and the effects of single or multiple disabilities on functions.
	Functions, for example, include 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.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
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.

Indicative Content: Support Learners with Cognition and Learning Needs

Learning Outcome 1:
Cognitive difficulties: development e.g. learning disability, autism, vocabulary categorisation, classification skills, language acquisition, stammer, gesturing, coordination, whole body skills, movement, manipulative skills, planning, organisation; learning e.g. behaviour, range of social, formal, grammar, fluency, description

Global learning difficulties and specific learning difficulties (e.g. dyslexia, dyspraxia): global e.g. mental skills used when getting knowledge; information processing; conceptual resources; perceptual skill; sensation; perception; attention; learning; memory; thinking; reasoning; speech impediment, sounds, expression, stammer; conclusion; problem solving; special educational needs

Cognitive skills necessary for effective learning and the effects of single or multiple disabilities on functions such as perception, memory and information processing: representing, transforming information; sensing something directly, indirectly by reasoning, handling knowledge; procedures for reasoning; problem solving, logic, mathematics, probability theory and statistics, and scientific investigation; recall, remember; retain; observe; absorb; reproduce

Cognition and learning needs and their implications: range e.g. language, memory and reasoning skills, sequencing, organisational skills, understanding of number, problem solving, concept development skills, fine, gross motor skills; barriers to learning e.g. curriculum, access, inability to communicate, articulate, express understanding and/or knowledge Individual plans of learners with cognition and learning needs: goals e.g. personalised learning, create appropriate materials; teaching and learning strategies e.g. individual, group, personalised curriculum, planning and review

Learning Outcome 2:
Active learning: approaches e.g. learning styles, language, engagement, experience, environment e.g. materials, furniture, access to equipment

Learning resources: choose e.g. appropriate to need, preferred learning style, curriculum, physical environment, materials; techniques e.g. ICT, speaking computer keyboard, audio books, radio microphone, music, pitch, loudness

Supporting learners to participate: strategies e.g. policies for teaching and learning, preferred learning styles, engage, communicate, special educational need, structure, variety in presentation, association

Modify learning activities for progression: adapt e.g. structure, targets, activity, alternatives, gifted and talented, language, content, difficulty, range of tasks, timeframes, materials, learning packages

Learning Outcome 3:
Strategies to develop learning strategies: strategies e.g. objectivity, ask questions to check understanding, encouraging learners to make positive choices about their own learning and take responsibility for their choices, listen, observe, diary, checklist, target learners, formal, informal, formative assessment, restructure tasks, sequencing

Indicative Content: Support Learners with Cognition and Learning Needs

Promote learners' self-esteem, self-confidence and self-help skills: techniques e.g. prompting, modelling, praise, constructive feedback, reassurance, reward, motivation, interest, communication, prompting shy, reluctant learners

Responsibility for own learning: techniques e.g. encourage, adapting inadequate learning resources, motivation, raising expectations, rewards, sharing learning goals with learners, encouraging and assisting learners to express their needs and ideas about their learning e.g. involve learners in self-assessment

Communicate needs and ideas for future learning: communication e.g. listen, observe, interview, discuss participation and access issues, involvement in design, delivery and evaluation of services Improve learning strategies: techniques e.g. one- to- one interviews, discussion, activities and experiences, involvement in design, delivery and evaluation, assessment of outcomes, using open-ended questions, observing, listening to how learners describe their work and their reasoning, checking understanding, learner self-review of progress encourage learners to review and comment on their work before handing it in

Support Learners with Communication and Interaction Needs

Level:	Level 3
Credit Value:	4
GLH:	21
Unit Number:	K/617/6778

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**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. 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 including autistic spectrum disorders. 1.3 Explain the interaction between delayed language acquisition, cognitive development and sensory deficit. 1.4 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.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
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

Indicative Content: Support Learners with Communication and Interaction Needs

Learning Outcome 1:
Communication impairments and disorders and implications: impairments e.g. learning disability, autism, cerebral palsy, Developmental Verbal Dyspraxia, vocabulary categorisation, classification skills; implications e.g. speech production, language, stammer, listening, understanding, remembering; social e.g. what to say, when and how to say it; coordination e.g. whole body skills, movement, manipulative skills, planning, organisation; sensory e.g. sight, hearing, touch, taste, smell; behaviour e.g. range of social, formal settings

Patterns of communication: differences e.g. limited ability to play with others, limited ability to build relationships, limited social skills, poor or inappropriate behaviour, lack of interaction, poor literacy skills, difficulties with understanding information, expression, understanding, inability to access the curriculum

Interaction between delayed language acquisition, cognitive development and sensory deficit: norms e.g. stage related, age related, acquisition of capacity to perceive, produce, use words to understand and communicate

Specific language, communication and interaction needs: policies e.g. as appropriate to age range, setting, for special educational needs; needs e.g. skill applications, knowledge of the curriculum; language e.g. social exchanges, idiomatic, figurative language, phonological, non-verbal communication

Plans of learners with communication and interaction needs: personalised learning plans e.g. visual and tactile approaches including use of real objects, practical activities, pictures, photos, video, individual targets, support, resources, IT software, alternative recording sheets with less information, where less writing is needed, work planning sheets

Learning Outcome 2:
Support learners to participate: ways e.g. visual, tactile, activities, demonstrate, craft activity, science experiment, lesson structure, timelines involving pictures, frequent repetition, reinforcement, information in short chunks, time to process information, ask for help in between, concise instructions, routines, scribe, colour coding

Mode of communication to reinforce spoken language: methods e.g. simple, consistent language, use of learner name before giving an instruction, circle time, thought shower, mind mapping, visual, audio

Alternative and augmented means of communication: communication e.g. for learners with impairments, restrictions on the production or comprehension of spoken or written language, facial expression, vocalisations, signed languages, systems, informal vocalisations, gestures e.g. body movements, facial expressions, body postures, voice output devices, pictures, symbols, photographs

Participate in learning tasks and activities: ways e.g. adapt Schemes of Work, learning objectives, delivery using language-focused techniques, approaches, subject specific language, differentiation, sequence, progression of content, minimise peripheral tasks; cross curricular themes, resources

Promote learners' self-esteem and independence: techniques e.g. prompting, modelling communication skills, language use, interaction, praise, constructive feedback, motivate,

Indicative Content: Support Learners with Communication and Interaction Needs
interactive use of speaking, talking, listening, reading, writing, help learners use resources relevant to the learning activity, prompting shy, reluctant learners

Learning Outcome 3:
Relationships with others: provide e.g. stimulating environment, opportunities for play, discussion, scaffolding children's language, familiarity with words for 'special objects', subject-specific language, appropriate words, communication aids, involvement, circle time, singing, reading, poems and rhymes, puppets, news, drama, role play, presentations

Support learners to: contribute to conversations and discussions with others e.g. helping learners feel welcome and valued, encouraging learners' participation in making decisions and choices, negotiating with learners according to age and stage of development, supporting learners' development of thinking skills, showing respect for individuality, feelings of others and group versus individual needs, listening to learners and maintaining learners' interest, monitoring learners'
progress, referral to others, adapting strategies for different learning needs and styles, supporting positive relationships between learners and other adults in the setting; respond constructively e.g. appropriate, interact, engage; verbal, physical, emotional, expression, interruptions, noise level, manner, respect

Encourage and support: ways e.g. positive feedback, praise, non-verbal communication, social interactions, peers, parents, teachers, model best practice, behaviour, skills, mentoring, coaching

Expressive and receptive language: consider e.g. age-related expectations, developmental stage of learner, physical influences, special needs, bilingual/multilingual learners, learners with disabilities, independence

Support Learners with Sensory and/or Physical Needs

Level:	Level 3
Credit Value:	4
GLH:	21
Unit Number:	M/617/6779

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	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 on the emotions, learning, behaviour and quality of life of children and young people of: a) Long-standing or progressive conditions b) Chronic illness, pain and fatigue. 1.3 Explain how medication taken by children and young people may impact on their: • cognitive abilities • physical abilities • behaviour • 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. 2.5 Evaluate how specialist equipment and technology helps to overcome or reduce the impact of sensory or physical impairment 2.6 Explain the importance of making optimal use of learners' residual sensory and physical functions.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
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.

Indicative Content: Support Learners with Sensory and/or Physical Needs

Learning Outcome 1:
Impact of disabilities on children and young people's social, emotional and physical development: types e.g. autistic, hypoactive sensory systems, normal developmental stages and sequences; physical development e.g. fine motor skills, large muscle movements, balance, locomotion; emotional development e.g. attachment, development of multiple attachments, self-concept, self-esteem, confidence and personal identity, importance of helping learners make choices; social development e.g. social interaction, cooperation with others, development of friendships, role of self-directed play and everyday activities in social development, pro-social behaviour; communication and speech development e.g. reception, early speech patterns, expression, use of play and imagination in developing communication and speech at various stages; intellectual development e.g. thinking, attention, concentration, perception, memory, role of play, imagination, creativity

Explain the effect of: long-standing or progressive conditions e.g. multi sensory, balance, auditory, vibration, visual, body awareness, deterioration, dependency; impact of chronic illness, pain and fatigue on the emotions, learning, behaviour and quality of life e.g. exhaustion, energy, delayed development, standards, attainment, achievement, behavioural difficulties, participation, pleasure, play, transitional stages of life

Impact of medication: range e.g. facilities, frequency, timetable, health and wellbeing, emotions, social, cultural, ethnic, responses, reaction

Learning Outcome 2:
Nature and level of sensory and/or physical needs: e.g. physical development, emotional development, attachment, development of multiple attachments, self-concept, self-esteem, confidence and personal identity, importance of helping learners make choices

Plans of learners: information e.g. Education and Health Care plan (EHCP), individual education plans, learning objectives, personalised, milestones, targets, reviews, contribution from others, equipment, contact, medical attention

Roles and responsibilities of others: others e.g. special educational needs coordinator, teachers, support workers, multi-agency support, parental involvement, children and young people with whom they mix and learn, teamwork

Specialist equipment and technology: types e.g. multi sensory equipment, opportunities for play, toys, ICT; specialist communication aids, hearing aids, glasses, vision, magnification, Braille, sensory aids, physical aids

Sensory and physical functions: techniques e.g. building on existing skills base, experience, staged development, milestones, achievable targets, success, inclusion

Learning Outcome 3:
Learning environment and equipment: learning environment e.g. displays, lighting, sound levels, noise, temperature, ventilation, comfort, space; range of resources e.g. visual stimuli, sensory stimuli, audio stimuli, sound, multi sensory environment
Teaching and learning materials: sources e.g. equipment lists, provision and selection of a range of materials, equipment to support the activity, ICT, instruments; relevant to need

Indicative Content: Support Learners with Sensory and/or Physical Needs

Participation: provision e.g. appropriate activities and resources, knowledge of how to use equipment, policies of setting, behaviour management, inclusion, equal opportunities, special needs, curriculum, staff deployment, adapting own behaviour and communication for learners as appropriate, needs and abilities

Specialist equipment: use of e.g. modelling, demonstrate use of specialist equipment, physical condition, mental capacity, observe, coach, practice, appropriate intervention, highlight performance, balance between enabling learners to be challenged and supporting learners, extension tasks, activities, opportunity

Learners' self-esteem and independence: techniques e.g. acknowledge, encourage, attentive, variety, breadth of activities, participation, incentives, rewards, attendance, additional explanations, praise positive behaviour, facial expressions

Learning Outcome 4:
Contribute to planning structured learning programmes: ways e.g. curriculum, statement of Special Educational Need, individual learning plan, planning e.g. based on achievements, strengths and weaknesses relating to sensory and/or physical need, skills, using SMART principles, preferred learning styles, differentiation, knowledge of learner needs, recording concerns about a learner's development, monitoring progress

Plan delivery of structured learning programmes to: minimise distractions e.g. intolerable senses, behaviours, experiences, environment, focus; minimise disruptions e.g. consistent, parameters, time, emotions, behaviour management; timing e.g. personalised, timetable, time of the day, before or after medication, before or after lunch or food; relaxed; attitude towards learning

Flexibility in implementing structured activities: e.g. meet need, adapt, medical condition, deterioration, unpredictable, emotions, explosive, exaggerated reactions, behaviour, difficulty in accepting boundaries, mobility

Structured activities as agreed with children, young people and others: impact e.g. motivating, encouraging learners to make positive choices about their own learning and take responsibility for their choices, engage in learning activities, use of appropriate feedback, sharing learning goals, encouraging expression of needs and ideas about learning e.g. involve learners in self-assessment, negotiate challenging targets, encouraging children to set some of their own

Support Literacy Development

Level:	Level 3
Credit Value:	3
GLH:	18
Unit Number:	H/617/6780

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**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 recording skills.	2.1 Use a range of strategies for supporting learners to develop reading skills. 2.2 Use a range of strategies for supporting learners to develop recording skills, using technology where relevant. 2.3 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-images.

Indicative Content: Support Literacy Development

Learning Outcome 1:

Learning provision: aims e.g. age-related expectations, sequences and stages of speaking and listening, reading and writing, fine motor development for writing, age-appropriate genre, culture, language and literacy in the home, sensory impairment; specific learning difficulty e.g. dyslexia, dyspraxia, learning disability

Policy and age-related expectations: policies e.g. National Literacy Strategy, Primary National Strategy and Primary Framework for Literacy, the Framework for Secondary English; policies and practices applicable to the learner's home country e.g. Synthetic Phonics, Every Child a Reader, Reading Recovery; awareness of predominant strategies at time of learners' early years

Teacher's programme and plans: policies e.g. support for literacy, curriculum plans, boundaries of the support role(s), practices for assessment of learner achievement and progress in literacy

Learning Outcome 2:

Supporting learners: strategies e.g. developing literacy skills through appropriate resources for age and abilities, contextual, phonic, cues and conventions, organisation and structure of text, awareness of writing process, composition, characteristics of different forms/genres

Support strategies: e.g. adapting support strategies as appropriate to individual learner needs and/or learning styles, recognising problems or obstacles that might occur, quality of learning resources or learning activities, adapting inadequate learning resources; using ICT programmes such as Clicker 7 or using the speech to text function on an I-Pad or computer

Learning Outcome 3:

Supporting learners to develop skills: strategies e.g. reading, role play, drama, music, dance, story telling, poetry/rhyme; appropriate resources for age and abilities, specialist communication aids, delivering instructions

Create opportunities: opportunities e.g. planning for listening activities, language development, conversation structure, discussion work, group work, resources, policies

Conversations and discussion: techniques e.g. praise and constructive feedback, accurately communicating language and literacy concepts, enabling and encouraging learner self-expression

Learners' responses: ways e.g. interactions, promote discussion, promote group work, positive communication skills, participation, developing confidence in language

Respond to learners' use of home language: awareness of learner's first language/dialect e.g. language structure, learner's ability in first language, role of support for learner's development in use of the target language; other relevant factors e.g. aspects of culture and multiculturalism, ethnicity, religion, upbringing, home and family circumstances, fostering self-esteem

Support Numeracy Development

Level:	Level 3
Credit Value:	3
GLH:	18
Unit Number:	K/617/6781

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**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 and resources 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 and resources for supporting learners to use and apply mathematics to solve problems. 3.2 Encourage learners to pursue their own lines of enquiry and find their own solutions to mathematical problems.

Indicative Content: Support Numeracy Development

Learning Outcome 1:
Learning provision for numeracy: as appropriate for age, stage and abilities e.g. numbers, counting, patterns, calculations, shape, space, patterns, estimating, mental arithmetic, quantities National curriculum framework; policies and practices applicable to the learner's home country

Organisational framework: policies and practices e.g. support for numeracy, curriculum plans, practices for the assessment of learner achievement and progress in numeracy

Teacher's programme: guidance for numeracy; vocabulary e.g. mathematical, curriculum or subject specific, numeracy

Learning Outcome 2:
Supporting learners to develop numeracy skills: strategies e.g. numeracy development in children and young people, age-related expectations, learning through various means

Select and use: range e.g. support strategies as appropriate to individual learner needs and/or learning styles, recognising problems or obstacles that might occur, quality of learning resources or learning activities, adapting inadequate learning resources, support e.g. from dyscalculia advisers

Learning Outcome 3:
Strategies to use and apply: presenting numerical information in accordance with numeracy conventions e.g. presentation of numerical statements, graphs and charts

Meeting learning targets of learners: strategies e.g. knowing appropriate methods and roles in assessment of numeracy, resources as appropriate for age and abilities, time for working through mathematical problems

Lines of enquiry and solutions: encouragement e.g. praise and constructive feedback; experimentation; communicating mathematical concepts accurately; alternative methods for resolving the same problem

Support Children and Young People to Access and Engage in Physical Education in School

Level:	Level 3
Credit Value:	3
GLH:	18
Unit Number:	M/617/6782

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know the expectations and challenges faced by children or young people in accessing and engaging in Physical Education (PE) in a specific key stage.	1.1 Explain the expectations for children or young people across the areas of activity within a specific key stage. 1.2 Explain challenges faced by children and young people in accessing and engaging in physical education. 1.3 Discuss some of the ways in which these challenges could be overcome.
2 Understand how PE sessions can be designed and delivered so as to be inclusive.	2.1 Explain how a planned PE lesson: a) includes clear learning objectives and outcomes b) ensures all children or young people can access the national curriculum for PE c) challenges all children or young people throughout the activities. 2.2 Evaluate materials, resources and teaching and learning approaches used to ensure that they support learning objectives.
3 Understand how wider skills can be developed through PE.	3.1 Explain how literacy and numeracy skills can be improved through PE. 3.2 Support learners to make the most of the opportunities offered by PE activities to develop wider skills.
4 Be able to support the progress and achievement of children and young people in PE.	4.1 Apply appropriate support strategies to enable all children and young people to access and engage effectively in a PE session. 4.2 Review children's and/or young people's progress against learning outcomes and objectives. 4.3 Work with teacher to identify next steps for children and/or young people so that they are aware of what they must do to progress and develop.

Indicative Content: Support Children and Young People to Access and Engage in Physical Education in School

Learning Outcome 1:
Expectations from National Curriculum for Physical Education for a specific key stage. Summarising key elements which should be achieved by the end of the key stage or specific age group.

Learning Outcome 2:
Planning – short and long term planning, liaison with teacher to ensure outcomes and objectives are identified and both work together to ensure learners achieve. Access to curriculum – inclusive approaches. Reasonable adjustments to activities to meet individual needs. Stretch and challenge and extension activities where applicable.

Materials and resources specific to the activity e.g. fitness and sports equipment including balls of different sizes, shapes and texture, bean bags, jump rope, PE kit, large scale apparatus. Using equipment to enhance physical development, help children enjoy physical fitness, and show them how to be active throughout their lifetime.

Support for the teacher – supporting individuals or small groups under the supervision of the teacher. Using lesson plan and information gained from teacher to deliver activities and monitor progress.

Learning Outcome 3:
Analyse literacy and numeracy aspects of PE lessons e.g. following and giving instructions, communicating with others, reading information, planning a group activity. Maths – counting, sequencing, ratio, dividing into groups, distance, time.

Cross curricular e.g. using dance or movement to act out a story being studied in English, cultural dances to link with geography, movement of trees or animals to support biology topics.

Learning Outcome 4:
Review progress – monitor and record using organisational processes. Feedback to the teacher verbally or in writing to allow teacher to plan next steps. Record progress using photos on Ipad/tablet or using a checklist.

Support Teaching and Learning in a Curriculum Area

Level:	Level 3
Credit Value:	3
GLH:	12
Unit Number:	T/617/6783

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1 Be able to use subject knowledge to support teaching and learning in a curriculum area.	1.1 Explain the aims of learning provision in a curriculum area. 1.2 Summarise the 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 with a curriculum area.	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.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
3 Be able to contribute to developing teaching and learning in a curriculum area.	3.1 Reflect on the effectiveness of support provided for teaching and learning in the curriculum area. 3.2 Make suggestions for improving support for teaching and learning in the curriculum area. 3.3 Share subject knowledge and expertise with colleagues to improve teaching and learning in the curriculum area.

Indicative Content: Support Teaching and Learning in a Curriculum Area

Learning Outcome 1:
Learning provision in a curriculum area: provision e.g. syllabus content, to include both knowledge and skills taught, resources, delivery of syllabus, assessment of progress, extra-curricular activities within the curriculum area e.g. trips, visits, visiting speakers; expected levels of attainment

Teacher's and own role: involvement e.g. of both in selection of syllabus or units appropriate to learner needs, in planning learning activities, selection of tasks appropriate to learner needs, adaptation of tasks as appropriate, review of teaching methods used and suitability for needs of individual learners requiring support, preparation of resources, delivery of learning activities, evaluation of learning activities, identification of individuals or small groups requiring extra support, preparation of differentiated materials, special arrangements for assessment of learners with special needs e.g. scribing, working away from main class

Learning Outcome 2:
Subject knowledge and skills: review e.g. comparison of own subject knowledge with content of syllabus to be taught, comparison of own level of skills with those to be taught, self-assessment of gaps in knowledge or skills assessment by teachers, other training needs required to upgrade support for teaching and learning

Improve subject knowledge and skills: identification of ways to improve own subject knowledge and skills e.g. further study of textbooks and other classroom materials, pre-watching of videos, DVDs, audio-visual or other presentations used as basis for classroom study, use interactive whiteboard techniques, observation of other practitioners, discussion e.g. with professionals, staff training officer, demonstration e.g. of incorporation of new subject knowledge into own practice

Learning Outcome 3:
Monitoring: curriculum advances e.g. read relevant journals, quality newspapers, websites, discuss with specialist teacher; attend relevant meetings e.g. planning, topical debate, discussions on practice, local subject specialism forum

Effectiveness of support: tools e.g. reflective practitioner, on performance of others within the curriculum area and outside, reflect on the progress made by learners being supported, assess strengths and weaknesses of the support for teaching and learning in the curriculum area; actions e.g. put forward suggestions for improving the support, share subject knowledge and expertise with colleagues

Support Young People in Relation to Sexual Health and Risk of Pregnancy

Level:	Level 3
Credit Value:	2
GLH:	10
Unit Number:	A/617/6784

This unit has 2 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**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. This includes peer pressure, consensual relationships, readiness for sexual activity, contraception, sexually transmitted infections and pregnancy options. 1.2 Explain how attitudes and behaviour in relation to sexual activity, sexual health and pregnancy can be affected by: • age • maturity • ethnicity • culture • gender • beliefs. 1.3 Explain the social, health and educational risk factors associated with early sexual activity or teenage pregnancy.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
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.
	2.5 Explain the implications of these codes of practice, relevant professional guidance and/or organisational policies for professional conduct, confidentiality and gaining consent.

Indicative Content: Support Young People in Relation to Sexual Health and Risk of Pregnancy

Learning Outcome 1:

Sexual health and risk of pregnancy: issues e.g. boasting, exaggeration, need to conform, fear of rejection, fear of being bullied; consensual relationships e.g. definition, legal age of consent, heterosexual or homosexual, equality and balance of power, safe sex, contraception, sexually transmitted infections, pregnancy, consent and not explicitly saying "yes" which is not consent by default and implications of this for both parties

Attitudes and behaviour: types e.g. promiscuity, low self-esteem, need for love and security, enjoyment, secure and trusting relationships, moral values, family traditions, religious beliefs, personal values and attitudes

Risks of early sexual activity or teenage pregnancy: risks e.g. social, financial, childcare responsibilities, health, education around safeguarding, grooming and taking/sharing sexually explicit images; consequences of these issues for both parties, including legal implications

Learning Outcome 2:

Information, guidance and support: sources e.g. health centres, family centres, counselling services, pastoral support in schools/colleges, access to free contraception, NHS leaflets, TV/media information, internet sites, charities for young people

Health services: range e.g. family planning clinic, sexual health services, GP services, Well Person Clinics, STI clinics, midwifery services

Support for young people: types e.g. being accessible, trustworthy, providing opportunities for private discussion, encouraging disclosure, signposting to relevant professionals with consent, listening; priorities e.g. listing options, presenting and discussing information, researching internet information together, helping manage situation, informing family members, planning ahead

Making informed choices: e.g. make available up-to-date information, consider all options, research pros and cons, signpost to appropriate professionals for advice

Codes of practice, professional guidance and organisational policies: types e.g. confidentiality, partnership with parents, data protection, safeguarding children and young people. Gillick competency and Fraser guidelines which refer to whether doctors should be able to give contraceptive advice or treatment to under 16-year olds without parental consent. These have been more widely used to help assess whether a child has the maturity to make their own decisions and to understand the implications of those decisions.

Professional conduct, confidentiality and gaining consent: implications e.g. security of records, procedures for sharing information, age of young person, involvement of parents/carers

Team Working

Level:	Level 3
Credit Value:	3
GLH:	23
Unit Number:	F/617/6785

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1 Be able to plan 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, making use of individual skills, knowledge or understanding.
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 Demonstrate how to work cooperatively in a team. For example, identify ways to resolve conflict and 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.

Indicative Content: Team Working

Learning Outcome 1:

Effective groups or teams: factors e.g. range of skills and expertise available, sharing ideas, shared sources of information, shared understanding of activities and processes, shared decision making, consistency in working practices, consistent messages communicated to customers and stakeholders, Belbin's team roles model

Realistic objectives and how to achieve them: types e.g. SMART (specific, measurable, achievable, realistic, time constrained), process, impact, outcome, contribute to own objective setting to ensure engagement and buy-in, agree a manageable number of objectives, prioritise activities, break down stages into activities/tasks, agree resources, decide on suitable milestones

Share relevant information: ways e.g. be able to evaluate own skills and knowledge in relation to work of team, be honest and realistic, be proactive in taking on responsibilities within own sphere of competence, make others aware of times when not available (planned absences, when other work responsibilities are particularly time consuming) so work can be planned accordingly, share availability for team meetings

Agree working arrangements: ways e.g. agree stages or work packages and timelines for these, break down stages into activities/tasks and agree day-today responsibility for each, decide on reporting and monitoring processes, identify any dependencies between activities and tasks and reflect in planning and reporting structures, agree on quality measures and how these will be assured

Learning Outcome 2:

Organise and carry out tasks: ways e.g. produce accurate and timely work, be proactive and seek solutions while acting within limits of own responsibility, report to team leader in timely fashion if unable to resolve difficulties and/or milestones not likely to be achieved within expected timescale or budget, be aware of and use any processes or procedures required by team or school; know, and act within, policies or legislation relevant to role

Work cooperatively and resolve conflict: ways e.g. contribute own ideas effectively, take a share of the responsibility, be assertive - rather than passive or aggressive, accept and learn from constructive criticism, give positive, constructive feedback to others, listen actively, recognise types of conflict that may occur at work including individual conflict (personality clashes, differences of opinion, bullying or harassment) and group conflict (rivalry between groups, disagreement over team goals, unfair treatment between groups, unclear job roles), know how and when to use strategies for resolving conflict including listening skills, empathy, self-calming techniques, avoid emotional outbursts, stating own position calmly and clearly, willingness to share responsibility for the conflict

Share information on progress and agree changes: ways e.g. use reporting structures and documentation as required by the team/school, use project management techniques, contribute to team meetings, be honest about progress and difficulties encountered, reflect on successes and difficulties, being willing to make changes to plans in the light of these, listen to constructive ideas from others and be open to changing plans as a result, keep others outside the team informed of progress or changes where own work impacts on theirs

Learning Outcome 3:

Indicative Content: Team Working

What went well and less well: review e.g. aims and objectives of team/project and own responsibilities, progress and outcomes against a range of agreed success measures, difficulties and issues encountered and describe how these were dealt with, reflect on effectiveness of counter measures and impact on others in the team/school

Factors influencing the outcome: factors e.g. effectiveness of team structure, appropriateness of reporting methodology, frequency and nature of team meetings, appropriate mix of skills and knowledge in team, assigned roles appropriate to expertise, willingness of all to take responsibility, supportive atmosphere, willingness to adapt plans in light of experience

Ways of improving own work with others: actions e.g. review own performance, reflect on successes and where things went less well, reflect on own role within team and areas where could have contributed more, consider areas for development that would improve performance and be proactive in seeking ways for development needs to be met

Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties

Level:	Level 3
Credit Value:	3
GLH:	25
Unit Number:	J/617/6786

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand the links between language, behaviour, emotional and social development difficulties.	1.1 Explain why behaviour can be seen as a means of communication. 1.2 Explain, with examples, how speech, language and communication needs may affect behavioural, emotional and social development in children and young people. 1.3 Analyse relevant research about the incidence of speech, language and communication needs and behavioural, social and emotional difficulties in children and young people.
2 Understand how to support positive speech, language and communication development for children and young people with behavioural, emotional and social difficulties.	2.1 Identify key barriers to behavioural, social and emotional development experienced by children and young people with speech, language and communication needs. 2.2 Explain effective strategies to overcome barriers to support the speech language and development of children and young people with behavioural, emotional and social difficulties. 2.3 Explain how adapting adult language and interactions can support a child's development of: • behaviour • emotions • social skills, • communication. 2.4 Explain how positive changes to the communication environment can support communication development for children and young people with behavioural, emotional and social difficulties.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
3 Understand how to adapt strategies and approaches to behavioural, emotional and social development to meet speech, language and communication needs.	3.1 Identify and explain current evidence based approaches to understanding children and young people's behaviour. 3.2 Explain how setting wide strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs. 3.3 Explain, using examples, how individual strategies to promote positive behaviour and emotional and social development can be adapted to support children and young people with speech, language and communication needs.
4 Know how to work with others in order to support the speech, language and communication development of children and young people with behavioural, emotional and social development needs.	4.1 Explain ways to work with parents and families in supporting children and young people's speech, language and communication needs that also promotes positive behaviour. 4.2 Explain the roles of other professionals who may be involved in joint or integrated working to promote positive behaviour and emotional and social development needs of children and young people.

Indicative Content: Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties

Learning Outcome 1:
Explain the speech, language and communication needs of children:
0-5 e.g. verbal communication, voice tone, sound patterns, repetition, rhyme, alliteration, naming familiar objects; non-verbal communication e.g. eye contact, facial expression, hand gestures, pointing; social interactions, opportunities to follow simple instructions; use of resources, work with parents/carers within boundaries of own role

5-11 e.g. verbal communication, storytelling, news, drama, role play, anecdotes from personal experience, past, present and future, social interactions between peers, parents, teachers, other adults; opportunities to follow complex instructions; support sustained conversations; opinions; work with parents and carers within boundaries of own role

11-16: e.g. verbal communication, discussion; check understanding e.g. summarise, join in social interactions; support e.g. interest in personal, social news, awareness of social networking sites, rapport, trust, openness, praise, support, work with parents, carers within boundaries of own role

16-19: communication e.g. active listening e.g. reflect back, body language, open questions, non-judgemental, empathy, understanding, shared decisions, consult, negotiate, discuss, share opinions, involve parents and carers as appropriate within boundaries of own role

Explain how speech, language and communication skills support development: ways e.g. communication, listening, literacy, understanding, expression, explanation, discussion, instructions, interaction, empathy, care, expectations, relationships

Describe speech, language and communication difficulties: impact e.g. limited ability to play with others, limited ability to build relationships, limited social skills, poor or inappropriate behaviour, isolation, low self-esteem, low confidence, poor communication, poor literacy skills; impairments e.g. visual, hearing, motor; difficulties e.g. understanding information, expressing themselves, understanding what others are saying, making friends or relating to adults; inability to access the curriculum

Learning Outcome 2:
Adults support development: ways e.g. naming familiar objects, non-verbal communication, use of resources, picture books, treasure baskets, story sacks, 'telephone', nursery rhymes, music, songs, dance

Explain positive effects for children, young people and their carers: range e.g. improved communication skills, listening, body language, vocabulary, conversation conventions, social interaction, positive behaviour, self-esteem, self-confidence, positive relationships with peers, parents, carers, families, other adults, ability to follow verbal instructions, emotional development, increased self-confidence, inclusion

Explain varied levels of speech and language development: variations e.g. personalised targets, outcomes, timeframes, individual, group need, medical, social, educational

Learning Outcome 3:
Providing support: models e.g. stimulating visual environment, opportunities for play, discussion, first hand experiences, scaffolding children's language, familiarity with words for

Indicative Content: Understand the Speech, Language and Communication Needs of Children and Young People with Behavioural, Social and Emotional Difficulties

'special objects', subject-specific language, adapting own language, appropriate words, use of Makaton and sign language, lip reading, ICT, specialist communication aids, events, 'meeting and greeting', interviewing; notices, posters

Day-to-day activities: range e.g. structured activities, opportunities for discussion, interaction with peers, parents, teachers, other adults, opportunities for one to one conversation, adapt own language style to age, stage of development

Own practice: e.g. encouraging learners' participation in making decisions and choices, negotiating with learners according to age and stage of development, supporting learners' development of thinking skills, listening to learners and maintaining learners' interest, monitoring learners' progress, referral to others; adapting strategies for different learning needs and styles; supporting positive relationships between learners and other adults in the setting

Effectiveness of speech, language and communication support: tools e.g. records, record keeping systems, observation, checklists, discussion, assessments, team meetings, staff meetings, parent/carer liaison, multi-agency groups within boundaries of own role; documents e.g. Common Core of Skills and Knowledge for the Children and Young People's Workforce, Early Years Foundation Stage Curriculum, National Curriculum, Every Child a Reader, Every Child a Writer, Every Child Matters

Learning Outcome 4:
Importance of the environment: e.g. learning environment, displays, lighting, sound levels, comfort, learning activities, range of resources, visual stimuli, sensory stimuli, audio stimuli , sound, relationships

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

Settings provide support for speech, language and communication children: factors e.g. welcome, happy, integration, diversity, tolerance, understanding of the children and young people with whom they mix and learn, teamwork, parental involvement, multi-agency support; age appropriate activities and resources, distractions, lighting, noise, temperature, ventilation, adapting own behaviour and communication for learners as appropriate, age, ethnicity, needs and abilities, bilingual or multi-lingual settings; conducive learning environment

Work in Partnership with Parents to Engage them with their Children and Young people's Learning and Development in School

Level:	Level 3
Credit Value:	6
GLH:	31
Unit Number:	L/617/6787

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Understand barriers to learning and how to address them to encourage children and young people 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.
2 Be able to support parents to identify and overcome barriers to children or young people'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 the child or young person's engagement with learning. b. Family well being and health issues. 2.3 Work in partnership with parents to identify: a. Reasons for absence from school b. Ways of helping their child or young person to attend school more regularly 2.4 Work in partnership with parents, agencies and others to address and overcome barriers to learning for children and young people.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
3 Be able to help parents in developing effective techniques to support and encourage learning.	3.1 Use strategies to develop parents' understanding of the importance of their role in the learning process of children and young people. 3.2 Support parents to use strategies to encourage the motivation and self-esteem of children and young people. 3.3 Support parents in developing approaches that will encourage and facilitate learning.
4 Be able to support parents and children or young people 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.
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 rights and responsibilities in the education system as well as those of children and young people. 5.3 Work with parents to extend their understanding of the ethos and expectations of the 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.

Indicative Content: Work in Partnership with Parents to Engage them with their Children and Young people's Learning and Development in School

Learning Outcome 1:
Summarise barriers to learning: types e.g. obstacles, inhibitors, values, attitudes, cultural, social differences, language, circumstances, behaviour

Strategies/techniques: types e.g. social and emotional aspects of learning programme (SEAL), group time, circle time, parent engagement, alternative curriculum, alternative provision

Working in partnership: ways e.g. shared goals, shared understanding, working together to meet needs of the child, cooperation, collaboration, multi-agency working

Support and encourage children in their learning: ways e.g. give time, resources, advice, set expectations and requirements within own role and responsibility, updating knowledge, using mentors, networks

Learning Outcome 2:
Barriers to learning: inhibitors e.g. visual, auditory, motor, social skills, ADHD, emotional insecurity, family unit, values, attitudes, cultural, social differences, language, circumstances, behaviour

Use strategies to support parents: economic and social factors e.g. free school meals, pre-school day, breakfast clubs, activity groups, financial support for uniform, specialist equipment, music lessons, school visits; family and health issues e.g. home school liaison, Education Welfare Service, family sessions, school first aider, Children's Services, care, welfare, discipline, promotion of healthy eating, lifestyle

Work in partnership with parents: reasons for absence from school e.g. work together, parental and family knowledge of the learner, impact of having a learner with a disability or special educational needs, code of dress, uniform; travel, mobility, school phobia, distress, defiance, conflict, bullying, aggression, violence, health, wellbeing; helping their children to attend school more regularly e.g. helping family members take part in activities, bringing children to school, methods of travel to school, rewards for attendance outside of school, values; taking into consideration the learning and/or mental health needs of the parents.

Work with parents, agencies and others: ways e.g. planning for each learner's individual requirements with family/carer or colleagues, seeking help, importance of respecting the skills and expertise of other practitioners, specialist local and national support, collaborative approach, partnership with parents and carers, ability to work in multi-disciplinary team, meeting needs, confidentiality, preparation and response to requests, transcripts of conversations

Learning Outcome 3:
Parental role in their children's learning: techniques e.g. role model, parenting classes, parent engagement, briefings, information for parents through verbal discussion, text messaging, audio recordings on websites, homework diaries, reading logs, explanation, values, motivate, inspire, parents' evenings, back to school days, open days

Strategies to encourage children's motivation and self-esteem: approaches e.g. provide interesting and stimulating activities and experiences to engage and motivate learners, opportunities to explore everyday routines and different experiences, rewards, praise, reinforce values

Indicative Content: Work in Partnership with Parents to Engage them with their Children and Young people's Learning and Development in School

Approaches to encourage and facilitate children's learning: types e.g. parenting classes, own engagement in school activities, parent and child events, interest, discuss school day, support for reading, paired reading, story time, homework, extra-curricular activities, parent governor, adult-learner, learner-learner, adult-adult relationships, appropriate, inappropriate behaviour

Strategies to encourage and facilitate children's full participation in school: types e.g. calendar of events, newsletters, extra-curricular activities, school visits, discuss school day, school diary

Learning Outcome 4:
Provide continuity of support: ways e.g. nurture groups, transition programme, liaison teacher/worker, sharing of knowledge held about needs of learners, records

Provide support to help parents and children or young people deal with significant family transitions: ways e.g. quality of child–adult relationships, requesting support, how to ask, who to ask, what to ask for

Child and young person development: stages e.g. different rates but usually same sequence, maturation, importance of prior positive and negative experiences, stages and sequences: normal developmental stages and sequences at 0-3 years, 3-7 years, 7-12 years and 12-16 years; development e.g. physical, emotional, social, communication and speech, intellectual

Provide support to parents in relation to the stages of child and young person development: types of support e.g. contributing to play, learning, speaking, listening, reading, writing, numeracy, assisting with organising resources and learning activities

Learning Outcome 5:
Support parents in understanding the education system: ways e.g. explain phases, inform, support transition, advise

Support parents in understanding children's rights and responsibilities in the education system: give information e.g. expectations, compulsory school age, regulations, entitlement

Work with parents to extend their understanding of the ethos and expectations: help understanding e.g. school strategies for monitoring, reviewing, own responsibilities in contributing to review of learning, behaviour management plans, rewards, sanctions, role model, purpose of parenting classes, parent engagement, expectations, contract with parents, home-school agreement, parent evenings, back to school days, open days

Work with parents to overcome personal anxieties about education and schools: parent engagement, briefings, discussion groups; information for parents; explain; values; parent interviews; back to school days; open days.

Use strategies to facilitate positive relationships between parents and school staff: how own role and responsibilities relate to parents; developing relationships; key features of effective communication; using appropriate interpersonal and collaborative skills; lines, methods of communication; sharing information; promoting teamwork; policies and procedures for dealing with difficulties in working relationships and practices; valuing diversity and multiculturalism, recognising the right of others to have differing opinions or ideas; Parent Teacher Association

Indicative Content: Work in Partnership with Parents to Engage them with their Children and Young people's Learning and Development in School
Work with school staff to extend their understanding: personal and social contexts e.g. education social worker, transition data, background, socioeconomic data, gender, culture and ethnicity, care history, family background; rights and responsibilities e.g. national and local policy and procedure, phases of education, curriculum delivery, compulsory school age, regulation, contribution to own learning, personal, private study, homework, revision, behaviour, boundary of own role, consideration of others within the school, referrals, sources of specialist advice within the school

Work with Other Practitioners to Support Children and Young People

Level:	Level 3
Credit Value:	3
GLH:	15
Unit Number:	R/617/6788

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**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 Explain the roles and responsibilities of other professionals within and external to the setting that impact on own working practice. 1.3 Explain own role in different group situations including multi-agency and integrated working. 1.4 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. 1.5 Explain the policy and procedures of the setting for making and maintaining contact with external agencies and professionals.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
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 relevant, 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 make direct observation of other practitioners' 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 to support own role.

Indicative Content: Work with Other Practitioners to Support Children and Young People

Learning Outcome 2:
Provide information: ways e.g. knowledge, collaborative approach, ability to work in multi-disciplinary teams, meeting needs, partnership with parents and carers, in response to requests, contextual information, description, evidence, transcripts of conversations

Share information: sharing findings as appropriate and according to the procedures/policies of the setting e.g. referring concerns, particular difficulties, suspected abuse, legal evidence to an appropriate professional such as the SENCO, designated child protection person within the setting, procedures in familiar setting, understanding that confidentiality can not be maintained in a situation where abuse is suspected

Referral to other sources of information, advice or support within the setting: reasons e.g. circumstances, situation, appropriate, alternative sources of information; ways e.g. consultation, collaboration, event, nature, frequency, needs of child, professional, team, personal development, changes in policy, practice, regulation
Interact with other practitioners: ways e.g. communication, valuing the contributions and expertise of others, support, tolerance of different or opposing views, providing and/or sharing information in order for team members to work effectively, respecting confidentiality as appropriate, differentiating between team and other roles outside of team

Extend personal contact with other practitioners and make direct observation of their particular expertise: ways e.g. continual professional development, observing, shadowing, professional dialogue, learning from others, reflection

Provide advice, information and demonstrations: ways e.g. support, deliver briefings, model best practice, behaviour, skills, mentoring, coaching, sharing knowledge, culture of improvement, review, performance management

Learning Outcome 3:
Respond to requests: ways e.g. systematic and appropriate recording of relevant activities, accurate facts, agreed format, collaborative, timely, meet deadlines, data protection, consent

Factors limiting ability to cooperate: factors e.g. communication, policy, regulation, rationale, barriers, setting, circumstances, dilemmas, relating to safeguarding, ethical considerations, safety and wellbeing

Use knowledge to contribute to planning and implementation of joint actions: ways e.g. volunteer information, sharing goals, expression of learner needs, identification of difficulties and challenges, reflecting with others on learner need, using feedback from others to improve practice/plan, importance of evaluation and review

Carry out agreed commitments: types e.g. teamwork, planning, implementation, supervising resources, safeguarding learners, reviewing policy, reviewing procedures, multi-agency, interacting with and learning from non-teacher professionals

Indicative Content: Work with Other Practitioners to Support Children and Young People

Skills and knowledge of other practitioners: ways to learn e.g. observation, shadow, reflection, setting goals or actions in areas identified as needing improvement, accessing appropriate sources of support, planning own development, continuing professional development