

**NCFE**

**CACHE**

# Qualification specification

**NCFE CACHE Level 3 Award in Supporting  
Teaching and Learning  
QN: 603/2495/8**

**NCFE CACHE Level 3 Certificate in Supporting  
Teaching and Learning  
QN: 603/2498/3**

**NCFE CACHE Level 3 Diploma in Supporting  
Teaching and Learning  
QN: 603/2496/X**

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## Summary of changes

This document summarises the changes to this Qualification Specification.

| Version | Publication Date | Summary of amendments  |
|---------|------------------|--|
| v1.0    | January 2018     | First Publication  |
| v1.1    | February 2018    | Credit value changed from 5 to 4:<br><u>STL3C7: Support children and young people during learning activities</u>   |
| v2.0    | April 2018       | Change to 2.1 and 3.3 of the assessment criteria for A/616/5879:<br><u>STL3C2: Support health and safety in a learning environment.</u> The changes have been made to avoid potential confusion.   |
| v3.0    | September 2018   | Change to GLH for Award, Certificate and Diploma, and 12 units (STL3C1, STL3C6, STL3C7, STL3C8, STL3C9, STL3C10, STL3C11, STL3D12, STL3D13, STL3D14, STL3D15, STL3D16)<br>Added 'Additional info for this unit' for 10 units (STL3C2, STL3C3, STL3C5, STL3C6, STL3C8, STL3C10, STL3C11, STL3D14, STL3D15, STL3D16)   |
| v4.0    | November 2018    | Addition of UCAS information for the Diploma   |
| v5.0    | December 2018    | Addition of LO6:<br><u>STL3C2: Support health and safety in a learning environment</u><br>Amendment of AC4.3:<br><u>STL3C4: Develop professional relationships with children, young people and adults</u>  |
| v5.1    | April 2019       | <u>Safeguarding guidance</u> added   |
| v6.0    | June 2019        | Updated Qualification Specification template.<br>Addition of assessment tasks for all units with knowledge learning outcomes.<br>Removal of LO6 from and addition of supportive statement to <u>STL3C2: Support health and safety in a learning environment</u>  |
| v6.1    | September 2019   | Added clarity to ref A – <u>Assessment Method</u> , on page 78.  |
| v6.2    | February 2020    | Clarity added to Qualification Summary for the Certificate and Diploma, regarding work placement.<br>Removal of UK within 'UK Home Nation' throughout the qualification.<br>Amendment to <u>STL3C9: Support the use of ICT in the learning environment</u> - AC 2.2, to make it more concise to what is required to be achieved.<br>Information regarding the safeguarding and wellbeing of learners added to Section 1. |

# Section 1

## About these qualifications

## About these qualifications

This Qualification Specification contains details of all the units and assessments required to complete these qualifications.

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

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

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- the resources and materials used in the delivery of these qualifications must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

## Support Handbook

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

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

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

| <b>Qualification summary – Award</b>                          |  |
|---|--|
| <b>Qualification title</b>                                    | NCFE CACHE Level 3 Award in Supporting Teaching and Learning   |
| <b>Qualification number (QN)</b>                              | 603/2495/8   |
| <b>Aim reference</b>  | 60324958   |
| <b>Total Qualification Time (TQT)</b>                         | 120  |
| <b>Guided Learning Hours (GLH)</b>                            | 80   |
| <b>Credit value</b>   | 12   |
| <b>Minimum age</b>  | 16   |
| <b>Age range covered by the qualification</b>                 | From five years of age. Please note that some knowledge of development in the early years has been included in the specification to enhance learners' understanding.   |
| <b>Qualification purpose</b>                                  | This qualification provides learners with an understanding of the knowledge needed when working directly with children and young people in a school or college environment. It will enable learners to gain an understanding of elements including children and young people's development and safeguarding their welfare.   |
| <b>Aims and objectives</b>                                    | <p>This qualification aims to:</p> <ul style="list-style-type: none"> <li>• focus on the study of supporting teaching and learning</li> <li>• offer breadth and depth of study, incorporating a key core of knowledge.</li> </ul> <p>The objectives of this qualification are to:</p> <ul style="list-style-type: none"> <li>• provide learners with knowledge and understanding needed to work in a school or college environment</li> <li>• provide a stepping stone into further learning within the sector.</li> </ul> |
| <b>Work/industry placement experience</b>                     | This is a knowledge only qualification. Work/industry placement experience is not required.  |
| <b>Real work environment (RWE) requirement/recommendation</b> | This is a knowledge only qualification. Experience in the real work environment is not required.   |
| <b>Rules of combination</b>                                   | To achieve this qualification learners are required to successfully complete 4 mandatory units.  |
| <b>Grading</b>  | Achieved/Not Yet Achieved  |

|   |   |
|---|---|
| <b>Assessment method</b>                  | Internally assessed and externally quality assured portfolio of evidence  |
| <b>Additional assessment requirements</b> | All units must be assessed in line with our assessment principles.<br><br>Throughout this specification we have referenced the wording 'Learning Environment', which refers to the different types of schools and colleges.<br><br><b>NB: Assessment tasks are provide for Tutors convenience in this document. They are not mandatory.</b> |
| <b>Progression</b>                        | Learners who achieve this qualification could progress to the Level 3 Certificate in Supporting Teaching and Learning or into the workforce.  |
| <b>Regulation information</b>             | This is a regulated qualification. The regulated number for this qualification is 603/2495/8.   |
| <b>Funding</b>                            | This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.  |



| <b>Qualification summary – Certificate</b>    |  |
|---|--|
| <b>Qualification title</b>                    | NCFE CACHE Level 3 Certificate in Supporting Teaching and Learning   |
| <b>Qualification number (QN)</b>              | 603/2498/3   |
| <b>Aim reference</b>                          | 60324983   |
| <b>Total Qualification Time (TQT)</b>         | 350  |
| <b>Guided Learning Hours (GLH)</b>            | 210  |
| <b>Credit value</b>                           | 35   |
| <b>Minimum age</b>                            | 16   |
| <b>Age range covered by the qualification</b> | From five years of age. Please note that some knowledge of development in the early years has been included in the specification to enhance learners' understanding.   |
| <b>Qualification purpose</b>                  | This qualification provides learners with an understanding of the knowledge needed when working directly with children and young people in a school or college environment. It will enable learners to gain an understanding of elements including children and young people's development, safeguarding their welfare, and communication and professional relationships.  |
| <b>Aims and objectives</b>                    | <p>This qualification aims to:</p> <ul style="list-style-type: none"> <li>• focus on the study of the supporting teaching and learning</li> <li>• offer breadth and depth of study, incorporating a key core of knowledge</li> <li>• provide opportunities to acquire a number of practical and technical skills.</li> </ul> <p>The objectives of this qualification are to:</p> <ul style="list-style-type: none"> <li>• provide learners with knowledge and skills needed to work in a school or college environment</li> <li>• provide a stepping stone into further learning within the sector.</li> </ul> |
| <b>Work/industry placement experience</b>     | <p>As learners need to show competence in both skills and knowledge, they will need to be working or be on a practical placement during the duration of the taught programme of study, in a learning environment (school or college). CACHE recommends that the learner undertakes 100 hours of placement in a real work environment.</p> <p>The hours above are recommendations, not mandatory minimum placement hours. They are therefore not a part of the TQT calculation.</p>   |

|  |   |
|--|---|
| <b>Real work environment (RWE) requirement/ recommendation</b> | 100 hours (recommended)<br>Simulation is not allowed.   |
| <b>Rules of combination</b>                                    | To achieve this qualification learners are required to successfully complete 11 mandatory units.  |
| <b>Grading</b>   | Achieved/Not Yet Achieved   |
| <b>Assessment method</b>                                       | Internally assessed and externally quality assured portfolio of evidence  |
| <b>Additional assessment requirements</b>                      | All units must be assessed in line with our assessment principles.<br><br>Throughout this specification we have referenced the wording 'Learning Environment', which refers to the different types of schools and colleges.<br><br>Simulation is not allowed.<br><br><b>NB: Assessment tasks are provide for Tutors convenience in this document. They are not mandatory.</b> |
| <b>Progression</b>   | Learners can progress onto the Level 3 Diploma in Supporting Teaching and Learning or into the workforce.   |
| <b>Regulation information</b>                                  | This is a regulated qualification. The regulated number for this qualification is 603/2498/3  |
| <b>Funding</b>   | This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.  |

| <b>Qualification summary – Diploma</b>        |   |
|---|---|
| <b>Qualification title</b>                    | NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning  |
| <b>Qualification number (QN)</b>              | 603/2496/X  |
| <b>Aim reference</b>                          | 6032496X  |
| <b>Total Qualification Time (TQT)</b>         | 530   |
| <b>Guided Learning Hours (GLH)</b>            | 310   |
| <b>Credit value</b>                           | 53  |
| <b>Minimum age</b>                            | 16  |
| <b>Age range covered by the qualification</b> | From five years of age. Please note that some knowledge of development in the early years has been included in the specification to enhance learners' understanding.  |
| <b>Qualification purpose</b>                  | This qualification provides learners with an in-depth understanding of the knowledge and skills needed when working directly with children and young people in school and college environments. It covers all aspects of specialist support, including: planning; delivering and reviewing assessment strategies to support learning alongside the teacher; bilingual support; special needs support; and personal development and reflective practice.   |
| <b>Aims and objectives</b>                    | <p>This qualification aims to:</p> <ul style="list-style-type: none"> <li>• focus on the study of the supporting teaching and learning</li> <li>• offer breadth and depth of study, incorporating a key core of knowledge</li> <li>• provide opportunities to acquire a number of practical and technical skills.</li> </ul> <p>The objectives of this qualification is to:</p> <ul style="list-style-type: none"> <li>• provide learners with in depth understanding of the knowledge and skills needed to work in a school or college environment</li> <li>• provide a stepping stone into further learning within the sector.</li> </ul> |
| <b>Work/industry placement experience</b>     | <p>As learners need to show competence in both skills and knowledge, they will need to be working or be on a practical placement during the duration of the taught programme of study in a learning environment (school or college). At Diploma level, CACHE recommends that the learner undertakes an additional 100 hours of placement in a real work environment to that taken at the Certificate level, to total 200 hours.</p> <p>The hours above are recommendations, not mandatory minimum placement hours. They are therefore not a part of the TQT calculation.</p>  |

|   |   |
|---|---|
| <b>Real work environment (RWE) requirement/recommendation</b> | 200 hours (recommended), to be completed throughout the duration of the qualification before certification.<br><br>Simulation is not allowed.   |
| <b>Rules of combination</b>                                   | To achieve this qualification learners are required to successfully complete all 16 units.  |
| <b>Grading</b>  | Achieved/Not Yet Achieved   |
| <b>Assessment method</b>                                      | Internally assessed and externally quality assured portfolio of evidence  |
| <b>Additional assessment requirements</b>                     | All units must be assessed in line with our assessment principles.<br><br>Throughout this specification we have referenced the wording 'Learning Environment', which refers to the different types of schools and colleges.<br><br>Simulation is not allowed.<br><br><b>NB: Assessment tasks are provide for Tutors convenience in this document. They are not mandatory.</b> |
| <b>Progression</b>  | Learners can progress onto the Level 4 Certificate for the Advanced Practitioner in Schools and Colleges, a foundation degree or specialist roles within the workforce  |
| <b>UCAS</b>   | This qualification has UCAS points as follows:<br><br>Pass – 32   |
| <b>Regulation information</b>                                 | This is a regulated qualification. The regulated number for this qualification is 603/2496/X.   |
| <b>Funding</b>  | This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.  |

## **Entry guidance**

The Level 3 Award in Supporting Teaching and Learning is suitable for learners who are not yet working in a Level 3 school or college role but are able to achieve at this level. It is also suitable as initial training.

The Level 3 Certificate in Supporting Teaching and Learning is suitable for learners working in support roles within schools and colleges.

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

Entry is at the discretion of the centre. However, learners should be aged 16 or above to undertake these qualifications.

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

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

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

## **Achieving these qualifications**

### **Level 3 Award in Supporting Teaching and Learning:**

To be awarded this qualification, learners are required to successfully achieve 4 mandatory units.

### **Level 3 Certificate in Supporting Teaching and Learning:**

To be awarded this qualification, learners are required to successfully achieve 11 mandatory units.

### **Level 3 Diploma in Supporting Teaching and Learning**

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

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

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





## Units

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

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

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

### Mandatory units

|   | Unit number | Regulated unit number | Unit title  | Level | Credit | GLH | Awd | Cert | Dip | Notes |
|---|-------------|-----------------------|---|-------|--------|-----|-----|------|-----|-------|
|    | STL3C1      | T/616/5878            | Schools and colleges as organisations                                     | 3     | 2      | 10  | ✓   | ✓    | ✓   |       |
|    | STL3C2      | A/616/5879            | Support health and safety in a learning environment                       | 3     | 3      | 20  | ✓   | ✓    | ✓   |       |
|    | STL3C3      | M/616/5880            | Understand how to safeguard children and young people                     | 3     | 4      | 25  | ✓   | ✓    | ✓   |       |
|   | STL3C4      | T/616/5881            | Develop professional relationships with children, young people and adults | 3     | 2      | 15  |     | ✓    | ✓   |       |
|  | STL3C5      | A/616/5882            | Understand how children and young people develop                          | 3     | 3      | 25  | ✓   | ✓    | ✓   |       |
|   | STL3C6      | F/616/5883            | Support positive behaviour in children and young people                   | 3     | 4      | 20  |     | ✓    | ✓   |       |
|   | STL3C7      | J/616/5884            | Support children and young people during learning activities              | 3     | 4      | 25  |     | ✓    | ✓   |       |

| Unit number | Regulated unit number | Unit title  | Level | Credit | GLH | Awd | Cert | Dip | Notes |
|-------------|-----------------------|---|-------|--------|-----|-----|------|-----|-------|
| STL3C8      | L/616/5885            | Support English and maths skills  | 3     | 4      | 25  |     | ✓    | ✓   |       |
| STL3C9      | M/616/5958            | Support the use of ICT in the learning environment  | 3     | 3      | 15  |     | ✓    | ✓   |       |
| STL3C10     | J/616/5965            | Support assessment for learning   | 3     | 3      | 15  |     | ✓    | ✓   |       |
| STL3C11     | L/616/5966            | Engage in personal and professional development   | 3     | 3      | 15  |     | ✓    | ✓   |       |
| STL3D12     | D/616/5969            | Support children and young people's speech, language and communication  | 3     | 4      | 25  |     |      | ✓   |       |
| ★ STL3D13   | Y/616/5971            | Understand how to support bilingual learners  | 3     | 3      | 15  |     |      | ✓   |       |
| ★ STL3D14   | A/616/5977            | Understand how to support learning of children and young people with special educational needs and disabilities | 3     | 4      | 25  |     |      | ✓   |       |
| STL3D15     | F/616/5978            | Support children and young people during transitions  | 3     | 4      | 20  |     |      | ✓   |       |
| ★ STL3D16   | J/616/5979            | Support the role of play, leisure and extra-curricular activities for children and young people                 | 3     | 3      | 15  |     |      | ✓   |       |

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

## Progression to higher level studies

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

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

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

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

## How the qualifications are assessed

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

These qualifications are internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE.

Learners must be successful in this component to gain these qualifications.

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

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



## **Internal assessment**

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

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

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

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

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

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

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

## **Supervision of learners and your role as an Assessor**

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

## **Feedback to learners**

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

# Section 2

## Unit content and assessment guidance

## **Unit content and assessment guidance**

This section provides details of the structure and content of these qualifications.

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

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

For further information or guidance about these qualifications, please contact our Customer Support team.

**STL3C1: Schools and colleges as organisations (T/616/5878)**



|                              |  |
|------------------------------|--|
| <b>Unit summary</b>          | This unit aims to prepare the learner for working in a learning environment. It covers knowledge and understanding of the structure of education; how schools and colleges are organised; ethos, mission, aims and values; policy frameworks; and the wider context in which schools and colleges operate. |
| <b>Credit value</b>          | 2  |
| <b>Guided learning hours</b> | 10   |
| <b>Level</b>                 | 3  |
| <b>Mandatory/optional</b>    | Mandatory for Award, Certificate and Diploma   |

|                      |  |
|----------------------|--|
| <b>Learner name:</b> |  |
| <b>Centre no:</b>    |  |

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

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: STL3C1**

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

Assessor name:

Signature:

Date:

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

### STL3C1: Schools and colleges as organisations (T/616/5878) (cont'd)

#### Assessment tasks STL3C1: Schools and colleges as organisations

These non-mandatory tasks have been developed to meet the knowledge learning outcomes for this unit.

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

The Head Teacher of your school is looking for volunteers to present a talk about what it is like to work in education.

You volunteer along with 2 other colleagues and you agree to present as a team.

It is decided that you will deliver the opening section focusing on the structure of education from early years to compulsory education.

- Create a presentation that:
  - summarises types of early years provision
  - explains post-16 options for young people and adults
  - identifies key stages of the statutory framework including the National Curriculum and procedures for assessment and benchmarking.
- To compliment your presentation, create a resource to give out which explains the different roles held in a learning environment. Make sure you cover:
  - governors
  - senior management teams
  - other statutory roles, eg SENCO
  - teachers/tutors
  - support staff roles.

This resource should also identify different external professionals who may work in education

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

This task considers the importance of effective teamwork and professional relationships when working in a learning environment. The consequences of ineffective teamwork and poor communication can be serious.

- Spend some time thinking about the consequences in the scenarios below:
  - Scenario 1: Matthew, a teaching assistant, left work early for the dentist but forgot to tell his line manager.
  - Scenario 2: Chloe was allowed to leave school with her sister without her parents' permission.
  - Scenario 3: Mila missed her appointment with the school nurse because her mother does not understand English and could not read the appointment letter.
  - Scenario 4: Ria took the wrong school bus home because the new bus company waited in a different park of the school grounds due to being given an old information sheet.
- List a minimum of three (3) characteristics of effective teamwork and explain the role of communication in establishing professional relationships for effective teamwork.

### STL3C1: Schools and colleges as organisations (T/616/5878) (cont'd)

#### Assessment tasks STL3C1: Schools and colleges as organisations

##### Task 3 Links to learning outcome 4 (AC 4.1, 4.2)

To support this task refer to the ethos/mission statement of own setting or another educational setting.

- Identify the ethos, mission, aims and values of an educational setting.
- Explain how the ethos, mission, aims and values of an educational setting may be reflected in working practices.

##### Task 4 Links to learning outcome 5 (AC 5.1, 5.2)

- Make an appointment with your supervisor to discuss the policies and procedures of own setting. Consider how these policies protect, guide and contribute to quality in the learning environment.
- Make notes from the discussion to undertake the tasks:
  - Identify policies and procedures schools and colleges have relating to:
    - staff
    - pupil welfare
    - teaching and learning
    - equality, diversity and inclusion
    - health, safety and security.
  - Explain how policies and procedures contribute to quality in education.

**STL3C2: Support health and safety in a learning environment (A/616/5879)**



|                              |  |
|------------------------------|--|
| <b>Unit summary</b>          | <p>This unit provides the knowledge and understanding required to support children and young people's health and safety in a learning environment.</p> <p><b>Where learners are involved in placement opportunities (during the Certificate and Diploma) they should be encouraged to follow policy and procedures to keep children safe, healthy and well. This will support the learner, in applying knowledge and understanding of this unit.</b></p> |
| <b>Credit value</b>          | 3  |
| <b>Guided learning hours</b> | 20   |
| <b>Level</b>                 | 3  |
| <b>Mandatory/optional</b>    | Mandatory for Award, Certificate and Diploma   |

|                      |  |
|----------------------|--|
| <b>Learner name:</b> |  |
| <b>Centre no:</b>    |  |

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



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

### Assessment guidance

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

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

## STL3C2: Support health and safety in a learning environment (A/616/5879) (cont'd)

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

These non-mandatory tasks have been developed to meet the knowledge learning outcomes for this unit.

**Task 1** links to learning outcome 1 (AC 1.1)

- Produce a factsheet outlining legislation in relation to health and safety in learning environments.

**Task 2** links to learning outcome 1 (AC 1.2, 1.3) and learning outcome 2 (AC 2.1)

- Begin this task by giving examples of potential risks and hazards that might be found in a learning environment. The examples must include risks to health, safety and security, both in a learning environment or during off site visits.
- Describe a minimum of four (4) factors to be taken into account when planning healthy and safe indoor and outdoor environments and explain how health and safety is monitored and maintained in the learning environment.

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

**Read the following scenarios before attempting the task.**

#### Scenario 1

Marcus is on placement in your school whilst studying for his level 2 qualification. When he arrived at the school this morning he noticed that the outside climbing frame was very wet and slippery. Marcus realises immediately that this is a potential hazard. However, the weather forecast is for a sunny day despite the wet start to the morning.

What action should Marcus take? Should he report the hazard now or assume it will be dry by playtime?

#### Scenario 2

You are mentoring Myra, a new teaching assistant who is supporting in the year 6 class with you today. The children are using magnifying glasses for their group projects. It is a really hot stuffy day and the children in Myra's group want to undertake their project outside. Myra comes to you for advice.

Consider your response.

How might you balance the choices of the children with health or safety requirements?

What risks or hazards might there be?

- Explain why it is important to take a balanced approach to risk management.
- Explain the dilemmas between the rights and choices of children and young people and health and safety requirements.

**STL3C2: Support health and safety in a learning environment (A/616/5879) (cont'd)**

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

- Complete the following table to give examples of ways to support children and young people to assess and manage risk in a learning environment. Ensure different age ranges and different learning environments are covered.

Considering sharing this resource with colleagues in own setting.

| Situation | How to support children and young people to assess and manage risk |
|-----------|--|
|           |  |
|           |  |
|           |  |
|           |  |
|           |  |
|           |  |
|           |  |
|           |  |

**Task 4** links to learning outcome 4 (AC4.1, 4.2) and learning outcome 5 (AC 5.1, 5.2)

- Produce a resource pack for new members of the support team to help them understand how to respond to accidents, incidents, emergencies and signs of illness in the learning environment. Ensure the information includes an explanation of policies and procedures for responding to each of the following.
- In addition, explain the correct procedures for recording and reporting:
  - accidents
  - incidents
  - emergencies
  - illness
  - in the learning environment and off-site visits
  - management of administration of medication, including a description of own responsibilities and accountabilities in relations to administration of medication.

**STL3C3 Understand how to safeguard children and young people (M/616/5880)**



|                              |   |
|------------------------------|---|
| <b>Unit summary</b>          | This unit provides the knowledge and understanding required to support the safeguarding of children and young people. |
| <b>Credit value</b>          | 4   |
| <b>Guided learning hours</b> | 25  |
| <b>Level</b>                 | 3   |
| <b>Mandatory/optional</b>    | Mandatory for Award, Certificate and Diploma  |

|                      |  |
|----------------------|--|
| <b>Learner name:</b> |  |
| <b>Centre no:</b>    |  |

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

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

### STL3C3 Understand how to safeguard children and young people (M/616/5880) (cont'd)

#### Assessment guidance

| Delivery and assessment   |
|---|
| 3.2 Digital mobile devices eg: <ul style="list-style-type: none"><li>• smart phone</li><li>• tablet</li><li>• other devices.</li></ul>  |
| <b>Learner declaration of authenticity:</b><br>I declare that the work presented for this unit is entirely my own work.<br><br>Learner signature: _____ Date: _____   |
| <b>Assessor sign off of completed unit: STL3C3</b><br>I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.<br><br>Assessor name: _____<br><br>Signature: _____ Date: _____ |



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

### STL3C3 Understand how to safeguard children and young people (M/616/5880) (cont'd)

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

These non-mandatory tasks have been developed to meet the knowledge learning outcomes for this unit.

**Task 1** links to learning outcome 1(AC 1.1)

- Produce a factsheet to be included in the staff handbook that outlines:
  - current legislation, guidelines, policies and procedures within Home Nations affecting the safeguarding of children and young people.

**Task 2** links to learning outcome 2 (AC 2.1, 2.2, 2.3, 2.4)

Understanding how to work in partnership with others to safeguard children and young people is essential when working in a learning environment. It is also important to have an understanding of different organisations that may be involved when a child or young person has been abused or harmed.

As part of your induction as a new member of staff, you have a session booked with your line manager where you have been asked to provide information that will show you can:

- explain the need to safeguard children and young people
- explain the impact of a child or young person-centred approach
- explain what is meant by partnership working in context of safeguarding
- describe the roles and responsibilities of three (3) different organisations that may be involved when a child or young person has been abused or harmed.

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

Your school/college is taking part in 'Safer Internet Day' again this year with workshops, information packs, notice boards and activities being arranged for children and young people, parents and carers and school staff.

- Plan a presentation for teachers to use with different audiences which:
  - explains why we need to ensure children and young people are protected from harm within the learning environment
  - identifies the risks and possible consequences for children and young people of being online and using digital mobile devices
  - describes two (2) ways of reducing risk to children and young people from social networking and internet use.
- Develop a handout to be used alongside your presentation, which explains how support staff can take steps to protect themselves within their everyday practice in a learning environment and during off-site activities.

### STL3C3 Understand how to safeguard children and young people (M/616/5880) (cont'd)

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

**Task 4** links to learning outcome 4 (AC 4.1, 4.2, 4.3, 4.4, 4.5,)

#### Read through this scenario before beginning the task.

The scenario introduces safeguarding and welfare issues.

Jordan is five years old and attends the local primary school. Jordan lives at home with his Dad and two older siblings. Whilst Jordan has never been punctual and is frequently collected late at the end of the school day, attendance has not been a cause for concern.

However, for the past few weeks, Jordan has been waiting at the school entrance very early in the morning and is collected by other parents or his older brother at the end of the school day, with permission from Jordan's Dad.

As well as this change to Jordan's attendance pattern, staff have noticed changes in Jordan's appearance and behaviour. Jordan, usually a quiet and calm child who managed transition well, now often presents challenging behaviour, frequently becoming inconsolable as he arrives in class. Jordan regularly appears unwashed, wearing the same clothes all week and is often without his packed lunch. As a teaching assistant, you are concerned about Jordan.

The class teacher is not overly concerned and has told you that 'everything will be OK, don't let it worry you.' You are worried that Jordan needs intervention.

- Explain child protection within the wider context of safeguarding children and young people.
- Identify different types of abuse and bullying.
- Outline the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding.
- Describe the actions to take if a child or young person alleges harm or abuse, in line with policies and procedures of own setting.
- Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged.

**Task 5** links to learning outcome 4 (AC 4.6)

It is staff development week at your secondary school and all staff are expected to deliver a short session to colleagues on a subject related to safeguarding children and young people. This will inform all staff CPD and will be included on professional development records.

- Undertake some research and prepare to explain how serious case reviews inform practice.



### STL3C3 Understand how to safeguard children and young people (M/616/5880) (cont'd)

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

Task 6 links to learning outcome 5 (AC 5.1, 5.2, 5.3, 5.4)

#### Read the scenario before attempting the task.

You are a member of the support team at a large community college and in your spare time you undertake voluntary work for a local charity which supports positive mental health and well-being in young people.

Recently you became concerned about the rising numbers of children and young people with poor mental health and brought this to the attention of senior staff.

The college has now planned a mental health awareness week to coincide with national promotions and the local radio has approached you to record an interview about supporting children and young people's well-being.

- Develop a script for the radio broadcast which:
  - identifies the signs of possible mental health concerns in children and young people
  - describes the role of support staff in recognising the signs of mental health concerns in children and young people
  - describes three (3) ways support staff can work with children and young people to build self-confidence and self-esteem
  - explains the need to work with children and young people to enable them to develop emotional resilience and mental well-being.

**STL3C4: Develop professional relationships with children, young people and adults (T/616/5881)**

|                              |   |
|------------------------------|---|
| <b>Unit summary</b>          | This unit provides the knowledge and understanding which underpins effective communication and professional relationships with children, young people and adults. It covers the competence required to develop professional relationships with children, young people and adults. |
| <b>Credit value</b>          | 2   |
| <b>Guided learning hours</b> | 15  |
| <b>Level</b>                 | 3   |
| <b>Mandatory/optional</b>    | Mandatory for Certificate and Diploma   |

|                      |  |
|----------------------|--|
| <b>Learner name:</b> |  |
| <b>Centre no:</b>    |  |

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

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

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

|  |  |
|--|--|
| <p><b>Learner declaration of authenticity:</b><br/>                 I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p> |  |
|--|--|

|  |  |
|--|--|
| <p><b>Assessor sign off of completed unit: STL3C4</b><br/>                 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p> |  |
|--|--|

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

**STL3C4: Develop professional relationships with children, young people and adults (T/616/5881)  
(cont'd)**

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

These non-mandatory tasks have been developed to meet the knowledge learning outcomes for this unit.

**Task 1** links to learning outcome 1 (AC1.1, 1.2, 1.3, 1.4) and learning outcome 2 (AC2.3)

Working in partnership with others and developing effective positive relationships is important when working in a learning environment.

- Conduct interviews with a selection of staff in your setting to explore positive relationships. Think carefully about the questions you will ask.
- Write a report from the outcome of the interviews to:
  - explain why effective communication is beneficial in developing positive relationships with children, young people and adults
  - explain how different social, professional and cultural backgrounds may affect relationships and the way people communicate; examples may be used to support your response
  - describe a minimum of three (3) ways the support worker can build and maintain professional relationships with children, young people and adults
  - using two (2) barriers to professional relationships as examples, explain how each barrier can be overcome.
- Write a conclusion for your report which:
  - discusses situations when confidentiality protocols must be breached.

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

- Create a resource for new staff to use during their induction period. This resource must:
  - summarise the main points of legislation and procedures covering confidentiality, data protection and the disclosure of information
  - explain the need to reassure children, young people and adults of the confidentiality of shared information and the limits of this.

**STL3C5: Understand how children and young people develop (A/616/5882)**



|                              |   |
|------------------------------|---|
| <b>Unit summary</b>          | This unit provides knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. It also includes actions taken when differences in development are identified. |
| <b>Credit value</b>          | 3   |
| <b>Guided learning hours</b> | 25  |
| <b>Level</b>                 | 3   |
| <b>Mandatory/optional</b>    | Mandatory for Award, Certificate and Diploma  |

|                      |  |
|----------------------|--|
| <b>Learner name:</b> |  |
| <b>Centre no:</b>    |  |

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

## STL3C5: Understand how children and young people develop (A/616/5882) (cont'd)

### Assessment guidance

#### Delivery and assessment

##### 2.1 Biological factors, eg:

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

##### 2.2 External factors eg:

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

##### 2.3 Theories of development:

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

##### 3.2 Other professionals could include:

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

**STL3C5: Understand how children and young people develop (A/616/5882) (cont'd)**

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: STL3C5**

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

Assessor name:

Signature:

Date:

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



### STL3C5: Understand how children and young people develop (A/616/5882) (cont'd)

#### Assessment tasks STL3C5: Understand how children and young people develop

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

**Task 1** links to learning outcome 1 (AC1.1), learning outcome 2 (AC 2.1, 2.2, 2.3) and learning outcome 3 (AC3.1, 3.2)

#### Read the scenario before attempting the task.

The school is planning a series of professional development workshops to support parents/carers and volunteers' knowledge and understanding of child development.

The first workshop will focus on holistic development milestones.

- Produce a chart or handout that describes children's holistic development from birth to 19 years. Ensure physical, cognitive, social and emotional development are covered.

The second workshop will explore different factors that can influence children and young people's development.

- For the workshop, prepare a presentation that explains how children and young people's development is influenced by a range of biological factors and external factors, giving a minimum of two (2) examples of each.

The third workshop will introduce theories of development and educational frameworks.

- Prepare resources for the workshop that explains a minimum of two (2) different theories of development. Your resource should also explain how these theories and educational frameworks influence current practice, giving examples.

The final workshop aims to signpost parents to other professionals and interventions.

- Prepare for this workshop by researching other professionals in your local area that can promote positive outcomes for a child or young person, where their development does not follow the expected pattern.
- Create a booklet to share at your workshop that identifies how these professionals can support a child or young person, explaining the different types of interventions available.
- Add an explanation of the different methods support staff could use to monitor children and young people's development.

Your resources for the series of workshops will be retained as a source of future reference for school staff.

**STL3C6: Support positive behaviour in children and young people (F/616/5883)**

|                              |  |
|------------------------------|--|
| <b>Unit summary</b>          | This unit provides the knowledge, understanding and skills required to support children and young people's positive behaviour. It requires demonstration of competence in promoting positive behaviour and managing behaviour that challenges. |
| <b>Credit value</b>          | 4  |
| <b>Guided learning hours</b> | 20   |
| <b>Level</b>                 | 3  |
| <b>Mandatory/optional</b>    | Mandatory for Certificate and Diploma  |

|                      |  |
|----------------------|--|
| <b>Learner name:</b> |  |
| <b>Centre no:</b>    |  |

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

### STL3C6: Support positive behaviour in children and young people (F/616/5883) (cont'd)

#### Assessment guidance

##### Delivery and assessment

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

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

It may involve:

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

##### Learner declaration of authenticity:

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

Learner signature:

Date:

##### Assessor sign off of completed unit: STL3C6

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

Assessor name:

Signature:

Date:

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

### **STL3C6: Support positive behaviour in children and young people (F/616/5883) (cont'd)**

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

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

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

#### **Read the scenario before attempting the task:**

You have been assigned to a new class for the next academic year. During your 1-1 catch up with the class teacher she shares information from the previous class teacher about three children who demonstrate behaviour that is sometimes challenging. The class teacher asks that you undertake some independent research into policies and procedures ready for the start of term staff meeting.

- Summarise policies and procedures relevant to promoting children and young people's positive behaviour
- Explain effective practice in relation to behaviour management.

**STL3C7: Support children and young people during learning activities (J/616/5884)**

|                              |  |
|------------------------------|--|
| <b>Unit summary</b>          | This unit provides the knowledge, understanding and skills to support learning activities in different learning environments. It requires competence in supporting the planning, delivery, assessment, and review cycle. |
| <b>Credit value</b>          | 4  |
| <b>Guided learning hours</b> | 25   |
| <b>Level</b>                 | 3  |
| <b>Mandatory/optional</b>    | Mandatory for Certificate and Diploma  |

|                      |  |
|----------------------|--|
| <b>Learner name:</b> |  |
| <b>Centre no:</b>    |  |

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

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

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

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

**STL3C8: Support English and maths skills\* (L/616/5885)**

|                              |  |
|------------------------------|--|
| <b>Unit summary</b>          | This unit provides the knowledge, understanding and skills to provide English and maths support across teaching and learning*. |
| <b>Credit value</b>          | 4  |
| <b>Guided learning hours</b> | 25   |
| <b>Level</b>                 | 3  |
| <b>Mandatory/optional</b>    | Mandatory for Certificate and Diploma  |

|                      |  |
|----------------------|--|
| <b>Learner name:</b> |  |
| <b>Centre no:</b>    |  |

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

### STL3C8: Support English and maths skills (L/616/5885) (cont'd)

#### Assessment guidance

##### Delivery and assessment

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

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

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

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

##### Learner declaration of authenticity:

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

Learner signature:

Date:

##### Assessor sign off of completed unit: STL3C8

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

Assessor name:

Signature:

Date:

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



**STL3C9: Support the use of ICT in the learning environment (M/616/5958)**

|                              |   |
|------------------------------|---|
| <b>Unit summary</b>          | This unit provides the knowledge, understanding and skills to provide ICT support across teaching and learning. It requires knowledge of policies and procedures for the use of ICT in the learning environment and the demonstration of competence in using ICT to promote learning and support learners to review their achievements. |
| <b>Credit value</b>          | 3   |
| <b>Guided learning hours</b> | 15  |
| <b>Level</b>                 | 3   |
| <b>Mandatory/optional</b>    | Mandatory for Certificate and Diploma   |

|                      |  |
|----------------------|--|
| <b>Learner name:</b> |  |
| <b>Centre no:</b>    |  |

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

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: STL3C9**

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

Assessor name:

Signature:

Date:

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

### **STL3C9: Support the use of ICT in the learning environment (M/616/5958) (cont'd)**

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

These non-mandatory tasks has been developed to meet the knowledge learning outcomes for this unit.

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

- Produce a fact sheet:
  - describing the setting's policy for the use of ICT for teaching and learning
  - outlining the legislation, regulations and guidance in relations to the use of ICT, eg software licencing.

**Task 2** links to learning outcome 1 (AC 1.2, 1.4) and learning outcome 2 (AC 2.2)

- Produce a booklet for new staff identifying the ICT resources used for teaching and learning within the learning environment. This booklet should also identify the accessories, consumables and information needed to use ICT resources as well as describe the requirements and procedures for storage and security of the ICT resources.

**Task 3** links to learning outcome 2 (AC 2.1, 2.3)

#### **Read the scenario before attempting the task:**

Your school/college is taking part in National Safety Week and will be holding events for children, young people and adults on a variety of topics relating to keeping safe.  
You are asked to deliver workshops to promote ICT safety.

- Create a presentation or handout for the workshops that:
  - describes the risks associated with ICT resources and how to minimise them
  - explains the importance of using screening devices to prevent access to unsuitable material via the internet.

**STL3C10: Support assessment for learning (J/616/5965)**

|                              |   |
|------------------------------|---|
| <b>Unit summary</b>          | This unit provides the knowledge, understanding and skills to support assessment for learning. It requires demonstration of competence in using assessment strategies to promote learning, supporting learners to review their learning strategies and achievements, and working with the teacher to review assessment for learning processes and outcomes. |
| <b>Credit value</b>          | 3   |
| <b>Guided learning hours</b> | 15  |
| <b>Level</b>                 | 3   |
| <b>Mandatory/optional</b>    | Mandatory for Certificate and Diploma   |

|                      |  |
|----------------------|--|
| <b>Learner name:</b> |  |
| <b>Centre no:</b>    |  |

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

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

## STL3C10: Support assessment for learning (J/616/5965) (contd')

### Assessment guidance

#### Delivery and assessment

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

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

**5.2 Concerns** relating to:

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

**5.2 Relevant people**, eg:

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

**STL3C10: Support assessment for learning (J/616/5965) (contd')**

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: STL3C10**

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

Assessor name:

Signature:

Date:

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

### **STL3C10: Support assessment for learning (J/616/5965) (contd')**

#### **Assessment tasks STL3C10: Support assessment for learning**

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

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

**Task 1** links to learning outcome 1 (AC1.1, 1.2, 1.3)

- Prepare a presentation to share with colleagues during staff development week on assessment for learning.  
This presentation should:
  - analyse the role of the support worker in relation to assessing learner achievement
  - summarise the difference between formative and summative assessment
  - explain the characteristics of assessment for learning.



### STL3C11: Engage in personal and professional development (L/616/5966)

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

|                      |  |
|----------------------|--|
| <b>Learner name:</b> |  |
| <b>Centre no:</b>    |  |

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

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

### Assessment guidance

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

**STL3C11: Engage in personal and professional development (L/616/5966) (cont'd)**

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: STL3C11**

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

Assessor name:

Signature:

Date:

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

**STL3C11: Engage in personal and professional development (L/616/5966) (cont'd)**

**Assessment task STL3C11: Engage in personal and professional development**

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

**Task 1** links to learning outcome 1 (AC1.1)

Refer to your job description or one for the role of a teaching assistant to support you with this task.

- Describe the duties and responsibilities of own work role.

**STL3D12: Support children and young people's speech, language and communication (D/616/5969)**

|                              |   |
|------------------------------|---|
| <b>Unit summary</b>          | This unit aims to provide a basis for understanding the importance of speech, language and communication for children and young people's overall development and interaction with others. It also explores ways to support children and young people in the development of their speech, language and communication skills. |
| <b>Credit value</b>          | 4   |
| <b>Guided learning hours</b> | 25  |
| <b>Level</b>                 | 3   |
| <b>Mandatory/optional</b>    | Mandatory for Diploma   |

|                      |  |
|----------------------|--|
| <b>Learner name:</b> |  |
| <b>Centre no:</b>    |  |

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

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

**STL3D12: Support children and young people's speech, language and communication  
(D/616/5969) (cont'd)**

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: STL3D12**

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

Assessor name:

Signature:

Date:

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

**STL3D12: Support children and young people's speech, language and communication (D/616/5969) (cont'd)**

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

These non-mandatory tasks have been developed to meet the knowledge learning outcomes for this unit.

**Task 1** links to learning outcome 1 (AC1.1, 1.2, 1.3, 1.4)

This task considers the importance of speech, language and communication for children and young people's development.

- Start by defining the terms:
  - speech
  - language
  - communication
  - speech, language and communication needs.
- Next, refer to research undertaken on theoretical perspectives in relation to speech, language and communication development and describe a minimum of two (2) theories.
- Finally, explain how children and young people's speech, language and communication skills affect other areas of development. Ensure you include a description of the potential impact of speech, language and communication needs has on holistic development in the short and long term. Examples may be used to support your response.

**Task 2** links to learning outcome 2 (AC 2.1)

- Arrange meetings with colleagues who support children and young people with speech, language and communication in your workplace.
- Explore how they effectively support and extend the speech, language and communication development.
- Write an account to explain your findings, giving examples of:
  - visual prompts and cues
  - different types of interaction
  - developing vocabulary
  - using different forms of communication
  - adapting methods of communication to meet the needs and abilities of children and young people.



**STL3D13: Understand how to support bilingual learners (Y/616/5971)**



|                              |   |
|------------------------------|---|
| <b>Unit summary</b>          | This unit provides the knowledge and understanding to support bilingual learners in a learning environment. |
| <b>Credit value</b>          | 3   |
| <b>Guided learning hours</b> | 15  |
| <b>Level</b>                 | 3   |
| <b>Mandatory/optional</b>    | Mandatory for Diploma   |

|                      |  |
|----------------------|--|
| <b>Learner name:</b> |  |
| <b>Centre no:</b>    |  |

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

**STL3D13: Understand how to support bilingual learners (Y/616/5971) (cont'd)**

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: STL3D13**

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

Assessor name:

Signature:

Date:

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

### STL3D13: Understand how to support bilingual learners (Y/616/5971) (cont'd)

#### Assessment tasks STL3D13: Understand how to support bilingual learners

These non-mandatory tasks have been developed to meet the knowledge learning outcomes for this unit.

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

#### Read the scenario before attempting the task:

The school is reviewing how it assesses bilingual children and those with English as a second language, in preparation for an Ofsted inspection. The head of primary has called a meeting and asked all staff to prepare by undertaking some research into supporting bilingual children and those with EAL.

- Prepare a report for the meeting that:
  - defines the terms:
    - English as an additional language
    - bilingual
    - advanced learner of EAL
  - explains the importance of conducting initial assessment of bilingual learners
  - explains why a specialist assessment may be required
  - identifies the types of information relevant people may require to help them in meeting the learning, language, development and well-being needs of the bilingual learner.

**Task 2** links to learning outcome 2 (AC 2.2)

Find out about different learning activities and resources that can be used when supporting bilingual children and young people.

- Describe a minimum of two (2) different learning activities and resources that can be used to promote personalised learning including development of learners' language skills.

**Task 3** links to learning outcome 2 (AC 2.1, 2.3 and 2.4)

#### Read the scenario before attempting the task:

You are asked by the class teacher to create an information display for the notice board in the school staffroom. The aim of this is to guide new teaching assistants and support staff when working with bilingual children and young people for the first time. You have been supporting three newly arrived children from the same family for the past six months and have useful experiences to share with other staff.

- Create a resource to be used for reference for new staff that:
  - explains the importance of using the learners' preferred language to introduce and settle them into the learning environment
  - identifies the challenges bilingual learners may face to access learning
  - describes a minimum of two (2) strategies that support the learning and language development of individual bilingual learners.

**STL3D14: Understand how to support learning of children and young people with special educational needs and disabilities (A/616/5977)**



|                              |   |
|------------------------------|---|
| <b>Unit summary</b>          | This unit provides the knowledge and understanding to provide support for children and young people with special educational needs and disabilities (SEND) in the learning environment. |
| <b>Credit value</b>          | 4   |
| <b>Guided learning hours</b> | 25  |
| <b>Level</b>                 | 3   |
| <b>Mandatory/optional</b>    | Mandatory for Diploma   |

|                      |  |
|----------------------|--|
| <b>Learner name:</b> |  |
| <b>Centre no:</b>    |  |

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

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

**STL3D14: Understand how to support learning of children and young people with special educational needs and disabilities (A/616/5977) (cont'd)**

**Assessment guidance**

**Delivery and assessment**

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

**2.2 Others** may be:

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

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

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

**Learner declaration of authenticity:**

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

Learner signature:

Date:

**Assessor sign off of completed unit: STL3C14**

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

Assessor name:

Signature:

Date:

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

**STL3D14: Understand how to support learning of children and young people with special educational needs and disabilities (A/616/5977) (cont'd)**

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

These non-mandatory tasks have been developed to meet the knowledge learning outcomes for this unit.

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

- Produce a series of factsheets for support staff in schools or colleges. The fact sheets must:
  - identify the requirements of current legislation in Home Nations in relation to exclusive practice
  - summarise the rights of children and young people with special education needs and disabilities
  - summarise the provision, assessment and intervention frameworks for children with special educational needs and disabilities.

**Task 2** links to learning outcome 1 (AC 1.4, 1.5)

- Produce a resource to share with new support staff that identifies barriers to participation for children with special educational needs and disabilities. The resources should also explain the importance of early recognition and interventions.

**Task 3** links to learning outcome 2 (AC 2.1, 2.2, 2.3) and learning outcome 6 (AC 6.1)

In preparation for this task, speak to your line manager to gain understanding of the methods used to observe children and young people in order to identify their needs, capabilities and interests. Revisit your job description and reflect on working with others to support children and young people.

**Read the scenario first before attempting the task.**

You are asked to support a new member of staff who will be working with children and young people with special educational needs and disabilities.

- Develop a guidance resource for your colleague to refer to. This resource should:
  - outline how to observe and identify the needs, capabilities and interests of children and young people with special educational needs and disabilities
  - explain the roles and responsibilities of a minimum of two (2) other professionals who contribute to the support of children and young people with special educational needs and disabilities
  - evaluate the benefit of working with others to support children and young people with special educational needs and disabilities

explain a minimum of three (3) strategies support workers can use when working with children and young people with special educational needs and disabilities to support their learning and development.

**Task 4** links to learning outcome 3 (AC 3.1, 3.2, 3.3)

Undertake some research into the needs of children and young people with cognition and learning needs and reflect on own experiences in the work place.

- Describe the range of cognitive skills necessary for effective learning.
- Identify the significant differences between global and specific learning difficulties.
- Explain how cognitive difficulties impact upon the development of language and communication and how this might affect learning.

**Task 5** links to learning outcome 4 (AC 4.1, 4.2, 4.3, 4.4)

**Read the case studies before attempting the task.**

1. Kia is 4 years old and has 3 older siblings. The family are waiting to move to a larger house as they have outgrown the flat they currently live in. Kia is deaf and is being considered for a cochlear implant.
2. Sarah is 9 years old and just emigrated to the UK from Asia. During the school assessment it was identified that Sarah is Dyslexic and she requires support for this as well as her command of the English language. Sarah is finding the transition difficult. She doesn't want to go to school and is becoming over-reliant on her mother.
3. The parents of Simon seek advice from you when they come to collect him. Simon is 8 years old and demonstrates behaviour that challenges both at home and school. Simon is on the autistic spectrum.

Reflect on the 3 case studies, as well as own experiences in the workplace.

- Explain how aspects of upbringing, home circumstances and physical and emotional health of children and young people can affect their ability to relate to others. Add real examples where possible.
- Explain how mental health could impact on a child or young person's life.
- Explain how to work with children and young people and others to set behaviour goals and boundaries for children and young people with emotional, behavioural and social development needs.
- Reflect on a minimum of two (2) ways of developing self-reliance and self-esteem to support children and young people with emotional, behavioural and social development needs.

Wherever possible, examples and reflections from experience in a real work environment should contribute to evidence for the criteria.

**Task 6** links to learning outcome 5 (AC 5.1, 5.2)

Undertake some research into the different types of specialist equipment and technology resources available for children and young people with special educational needs and disabilities.

- Prepare a resource pack for school/college staff to refer to which describes the range of specialist equipment for those with sensory or physical needs and reflect on how these resources help overcome or reduce the impact of sensory or physical impairment.

This resource should also explain the effect of a primary disability on children and young people's development.



**STL3D15: Support children and young people during transitions (F/616/5978)**

|                              |   |
|------------------------------|---|
| <b>Unit summary</b>          | This unit covers the knowledge, understanding and skills to support children and young people through transitions in their lives. It requires competence in recognising and responding to signs and indications of transitions and supporting them to manage transitions and reach positive outcomes. |
| <b>Credit value</b>          | 4   |
| <b>Guided learning hours</b> | 20  |
| <b>Level</b>                 | 3   |
| <b>Mandatory/optional</b>    | Mandatory for Diploma   |

|                      |  |
|----------------------|--|
| <b>Learner name:</b> |  |
| <b>Centre no:</b>    |  |

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

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

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

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

Assessor name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

### **STL3D15: Support children and young people during transitions (F/616/5978) (cont'd)**

#### **Assessment tasks STL3D15: Support children and young people during transitions**

These non-mandatory tasks has been developed to meet the knowledge learning outcomes for this unit.

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

Your school or college is promoting and advocating children and young people's well-being through a variety of projects this term. The class teacher has allocated you a display board in the corridor to provide information about transitions.

- Produce a leaflet or poster designed for the notice board that explains:
  - explain the different types of transitions that children and young people may experience
  - explain how different types of transitions may affect a child or young person
  - how transitions may affect children or young people, especially those most at risk of exclusion or underachievement

**Task 2** links to learning outcome 1 (AC, 1.3, 1.5)

Reflect on how transitions and other significant life events can impact on children and young people.

- Explain how a child or young person's approach to transitions may be affected by the following reasons:
  - culture
  - religion
  - personal beliefs
  - gender
  - stage of development
  - previous experiences.
- Explain why children and young people with disabilities or special educational needs may need additional support to manage transitions.

**STL3D16: Support the role of play, leisure and extra-curricular activities for children and young people (J/616/5979)**



|                              |   |
|------------------------------|---|
| <b>Unit summary</b>          | <p>This unit provides the knowledge and understanding required to support children and young people's play and leisure. It requires knowledge of play and leisure activities and helping children and young people to manage risk and challenge.</p> <p>This unit also explores enrichment through an extra-curricular activity such as a study club, recreational activity, sports team or performing arts activity.</p> |
| <b>Credit value</b>          | 3   |
| <b>Guided learning hours</b> | 15  |
| <b>Level</b>                 | 3   |
| <b>Mandatory/optional</b>    | Mandatory for Diploma   |

|                      |  |
|----------------------|--|
| <b>Learner name:</b> |  |
| <b>Centre no:</b>    |  |

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

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

### Assessment guidance

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

|  |       |
|--|-------|
| <b>Learner declaration of authenticity:</b>                              |       |
| I declare that the work presented for this unit is entirely my own work. |       |
| Learner signature:   | Date: |

|   |       |
|---|-------|
| <b>Assessor sign off of completed unit: STL3C16</b>   |       |
| I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit. |       |
| Assessor name:  |       |
| Signature:  | Date: |

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

**STL3D16: Support the role of play, leisure and extra-curricular activities for children and young people (J/616/5979) (cont'd)**

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

These non-mandatory tasks have been developed to meet the knowledge learning outcomes for this unit.

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

**Read the case study before attempting the task:**

Your school is opening a new wraparound club (before and after school club) and will be holding an open afternoon to welcome parents, carers and children. The aim is to promote the extra-curricular activities available in the school and share information about the value of play and leisure for children and young people. The Head Teacher has asked staff to plan the event.

- Prepare an information leaflet to share at the event describing:
  - the benefits of play and leisure
  - how play and leisure contributes to children and young people's development
  - outline the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play.

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

Teaching assistants and support staff need to understand how to support children and young people in their play and leisure activities, as well as in a formal learning environment.

- This task requires you to create a presentation to share with peers that:
  - distinguishes between play and leisure and adult-led activities
  - describes own role in supporting children and young people's play and leisure activities
  - explains the importance of knowing when to leave children and young people to play or relax uninterrupted
  - identifies adaptations that can be made to support children and young people with SEND to participate in the full range of play and leisure opportunities provided.

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

**Read and consider the following scenarios before attempting the task.**

The class teacher has completed a risk assessment for the learning environment for a year one class. The outdoor wooden climbing unit and low stepping stones are identified as out of bounds for year one children during the timetabled outdoor free play session. Lucas, the teaching assistant, feels there are many positives in children experiencing risk and challenge in a suitable way. What should he do?

The school have consulted with year 10 children and young people regarding the end of term off site trip. The majority wish to go sailing at a local club but the class teacher is concerned about the risks.

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

You are invited to attend the staff meeting and share your thoughts on both scenarios.

- Prepare to contribute towards discussions by creating a handout to distribute to all staff.

This handout should:

- explain the value of risk and challenge in children and young people's play and leisure
- describe why it is important for children and young people to manage risk and challenge themselves.

## Recommended assessment methods

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

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

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

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

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



|   |   |     |     |
|---|---|-----|-----|
| J   | Reflection on own practice in real work environment | Yes | Yes |
| K   | Written and pictorial information                   | No  | Yes |
| L   | Scenario or case study                              | No  | Yes |
| M   | Task set by CACHE (for knowledge learning outcomes) | No  | Yes |
| N   | Oral questions and answers                          | Yes | Yes |
| <p>* <b>Expert witness testimony</b> should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:</p> <ul style="list-style-type: none"> <li>• when assessment may cause distress to an individual, such as supporting a child with a specific need</li> <li>• a rarely occurring situation, such as dealing with an accident or illness</li> <li>• confidential situations – such as safeguarding strategy meetings – where it would be inappropriate for an Assessor to observe the learner’s performance.</li> </ul> <p>** <b>Simulation.</b> A learner’s portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.</p> |   |     |     |

## **Assessment strategies and principles relevant to these qualifications**

The units we offer have been developed in line with the specific assessment strategies or principles of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

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

The centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within the centre conform to the SSC or our assessment requirements for the unit they are assessing or quality assuring.

### **Assessment strategy**

#### **Knowledge learning outcomes**

- Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- Internal Quality Assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

#### **Competence/Skills learning outcomes**

- Assessors will need to be both occupationally competent and qualified to make assessment decisions
- Internal Quality Assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

## Requirements for Assessors and Internal Quality Assurers

Centres delivering any of NCFE's qualifications must:

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

### Assessors

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

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

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

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

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

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

## **Internal Quality Assurance**

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

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

### **Examples of relevant qualifications/experience**

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

### **Examples of relevant qualifications**

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

### **Examples of occupational experience**

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

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

# Section 3

## Explanation of terms

## Explanation of terms

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

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

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

# Section 4

## Additional information



## **Additional information**

### **Resource requirements**

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

### **Safeguarding guidance**

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

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

### **Support for centres**

#### **Key Facts**

This document outlines the key information of these qualifications for the centre, learner and employer.

#### **Learning resources**

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

#### **Nested suites**

Learners can progress between qualifications in the suite, eg from an Award to a Certificate or Diploma to Extended Diploma. In this case, a conversion fee will apply:

- if the new qualification is more expensive than the original, the difference in price will be charged, plus a top up fee
- if the new qualification is the same price or lower than the original qualification, the only additional cost is the top up fee.

If the learner has already achieved the external assessment on the original qualification, they will be charged the difference between the original and the topped up qualification.

Please check the current Fees and Pricing Guide on the Policies & Documents page on the NCFE website for more information.

## Contact us

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Version 6.2 February 2020

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