# Level 3 Diploma in Specialist Support for

# Teaching and Learning in Schools (RQF)

## STLD3

## 600/2607/8

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# Contents


| | Page |
|---|---|
| **Section 1 – Introduction** | 2 |
| 1.1 What is the regulated qualification framework (RQF) | 2 |
| 1.2 RQF qualifications | 2 |
| **Section 2 – Skillsfirst Awards Limited** | |
| 2.1 Data protection | 2 |
| 2.2 Equality and accessibility | 3 |
| 2.3 Enquiries and information sources | 3 |
| 2.4 Complaints and appeals | 4 |
| 2.5 Malpractice and maladministration | 4 |
| **Section 3 – The Teaching Agency** | |
| 3.1 The Teaching Agency and Skills for Care (SfC) | 5 |
| 3.2 The occupational expertise of those who assess performance and internally quality assure the assessment of evidence | 5 |
| 3.3 Expert witnesses | 5 |
| 3.4 Continuing professional development (CPD) | 6 |
| **Section 4 – Summary of Assessment Methods** | |
| 4.1 Assessment principles | 6 |
| 4.2 Recognised prior learning (RPL) | 6 |
| **Section 5 – Qualification information** | |
| 5.1 Qualification aim and design | 7 |
| **Section 6 – Qualification structure** | |
| 6.1 Qualification requirements | 7 |
| 6.2 Total Qualification Time (TQT) | 7 |
| 6.3 List of available units and their credit value | 8 |
| 6.4 Exempted unit | 8 |
| 6.5 Learner entry requirements | 11 |
| 6.6 Progression opportunities | 11 |
| **Section 7 – The units of learning** | |
| 7.1 Structure of the units | 11 |
| 7.2 Group A (Mandatory units) | 12 |
| 7.3 Group B (Supporting learning) | 55 |
| 7.4 Group C (English as an additional language) | 85 |
| 7.5 Group D (Special educational needs) | 94 |
| 7.6 Group E (Providing pastoral) | 121 |
| 7.7 Group F (Supporting the wider work of the school) | 157 |
| 7.8 Group G (Working with colleagues) | 193 |

## 1.0 Introduction

Skillsfirst Awards is an awarding organisation specialising in the provision of vocational qualifications across a range of occupational areas.

Skillsfirst Awards recognises the need for industry to have fully trained and qualified staff – reliably qualified to recognised industry standards.

The following handbook provides the learning outcomes and assessment strategy for the delivery of the Level 3 Diploma in Specialist Support for Teaching and Learning in Schools (RQF). The handbook is a live document and will be updated should there be any incremental change made. Centres will be informed electronically when changes are made and it will be the responsibility of any recognised centre to ensure the most up to date version of the handbook is used. The document also provides details of the administrative procedures, requirements and responsibilities that are associated with the delivery of vocational qualifications. The handbook is available on the Skillsfirst Awards website www.skillsfirst.co.uk

This document is copyright but can be copied by any of our recognised centres for the purpose of assessing learners and may also be copied by learners for their own use.

All learners should be provided with a copy of the Skillsfirst qualification handbook together with the Skillsfirst learner guide. This document can be found on our web-site at www.skillsfirst.co.uk

### 1.1 What is the Regulated Qualifications Framework (RQF)?

The RQF provides a single, simple system for cataloguing all qualifications regulated by Ofqual.

Qualifications will be indexed by their 'level', type and size. Qualifications within the framework will have a level (ranging from entry level to level 8) to indicate the level of difficulty. They will also have a Total Qualification Time (TQT) value to indicate the size of the qualification which will be either an Award, Certificate or Diploma.

The RQF will also:

- allow Awarding Organisations to design more flexible programmes, suited to the needs of a wider range of learners and employers
- describe qualifications to employers, providers and learners in a way that is easy to understand
- allow learners to achieve skills and knowledge at their own pace

### 1.2 RQF Qualifications

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

## 2.0 Skillsfirst Awards

### 2.1 Data protection

Skillsfirst Awards takes the protection of data seriously and to this end has developed a data protection statement outlining how Skillsfirst and our centres, comply with the current legislation on data protection (GDPR). It is important for centres to read our statement and ensure that our requirements are put in place. It is particularly important that centres make learners aware that data is shared with Skillsfirst Awards. Our policy statement on this and data requirements can be found in our centre handbook on our website www.skillsfirst.co.uk

## 2.2 Equality and accessibility

### Equality and accessibility

Skillsfirst is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation and EU directives including the Equality Act 2010 and to ensure this occurs, has in place a policy on equality and accessibility which can be found on our website www.skillsfirst.co.uk and within our centre handbook.

Skillsfirst will ensure that centres use a equality and accessibility policy that works together with ours and that they maintain an effective appeals procedure which along with the equality and accessibility policy, will be monitored by the external verifier. We expect centres to tell learners how to find and use their own equality and accessibility and appeals procedures.

### Access to assessment

Skillsfirst Awards is committed to guaranteeing all learners are treated fairly and equally and to ensure this occurs, has in place a policy on reasonable adjustments and special considerations. This policy states clearly what centres can and in some cases must, put in place to assist learners who may have particular requirements. We expect centres to tell learners how to find and use their own reasonable adjustments and special considerations policy and will monitor implementation through the external verification process.
This policy can be accessed at www.skillsfirst.co.uk and within our centre handbook. Further advice on this policy and its application can be obtained from our customer services team at customerservices@skillsfirst.co.uk

## 2.3 Enquiries and information sources

Skillsfirst aims to provide accurate information in a variety of formats and media. Recognised centres are encouraged to make enquiries to the customer services team, or seek clarification from our website. Learners wishing to enquire about qualifications, aspects of qualifications or quality assurance policies and procedures are encouraged, in the first instance, to seek information from the recognised centre or their tutor/assessor. Where a satisfactory answer is unavailable, learners are encouraged to seek clarification from our website, or from the Skillsfirst customer services team.

As a guide, the majority of frequently requested information is available on our website or on request via the electronic helpline listed below.

Website: www.skillsfirst.co.uk.
email: customerservices@skillsfirst.co.uk
Tel: 0121 270 5100

In writing to:

Customer Services
Skillsfirst Awards Limited
Suite 416
Fort Dunlop
Fort Parkway
Birmingham
B24 9FD

## 2.4 Complaints and appeals

### Complaints

Skillsfirst Awards will endeavour at all times to satisfy our customer's needs and ensure a quality service. There may be times when our centres do not feel we have met these needs. Should they wish, centres may complain in writing to the Skillsfirst Awards customer services manager. We will attempt to resolve all complaints within the published timescales and will record and review all complaints as part of our ongoing customer service commitment.

### Appeals

Skillsfirst Awards aims to ensure that at all times its decisions are fair, consistent and based on valid judgements. However, it is recognised that there may be occasions when a centre or a learner may wish to question a decision made. Skillsfirst Awards therefore has an appeals policy and process which clearly indicates the rights of the centre and the learner to appeal against a range of decisions taken by Skillsfirst.

The Skillsfirst Awards appeals policy and process can be accessed on our website www.skillsfirst.co.uk and within our centre handbook. Centres are required to have a documented policy and procedure which allows learners to question decisions made by the centre. The final stage of such a procedure may be to appeal to the Skillsfirst Awards external verifier. This policy would form part of the original centre recognition process and its implementation will be monitored by the external verifier.

## 2.5 Malpractice and maladministration

Skillsfirst Awards has a responsibility to ensure that malpractice and maladministration is addressed effectively and to publish procedures to centres for dealing with malpractice on the part of learners, centre staff and any others involved in providing the qualification. To meet this requirement, Skillsfirst Awards has a malpractice and maladministration policy and process, the details of which can be accessed on our website www.skillsfirst.co.uk

## 3.0 The Teaching Agency

This qualification is based upon units developed by TDA which reflect the national occupation standards (NOS) for Supporting Teaching and Learning in Schools. This qualification is endorsed by The Teaching Agency who are the recognised sector body responsible for the training and development of the school workforce and their contact details are:

Piccadilly Gate
Store Street
Manchester
M1 2WD

Phone 0870 496 0123

This handbook provides details from the TDA's RQF assessment principles, which centres will need to apply in order to assess and quality assure the Level 3 Diploma in Specialist Support for Teaching and Learning in Schools (RQF) and includes

- occupational expertise of those who assess performance, provide expert witness and internally verify assessments
- continuous professional development

The complete RQF assessment principles booklet is available for view and to download from the TDA website www.tda.gov.uk

### 3.1 The Teaching Agency and Skills for Care (SfC)

The Level 3 Diploma in Specialist Support for Teaching and Learning in Schools (RQF) is supported by the Teaching Agency. However a number of units need to be assessed in line with the RQF assessment principles developed by SfC. Their contact details are:

Skills for Care
West Gate
6 Grace Street
Leeds
LS1 2RP

Phone 0113 245 1716

info@skillsforcare.org.uk

### 3.2 The occupational expertise of those who assess performance and internally quality assure the assessment of evidence

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

Assessors must also have the relevant knowledge and understanding, and be able to assess this in those units:

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

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

Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring. They must ensure that the assessment of evidence for units is of a consistent and appropriate quality.

Skillsfirst will ensure that those making assessment decisions and those involved in the quality assurance of those decisions have the necessary expertise to do so, which may include having, or be working towards, appropriate qualifications.

### 3.3 Expert witnesses

The breadth and range of activities covered by the Level 3 Diploma in Specialist Support for Teaching and Learning in Schools (RQF) mean that the assessor may find it useful to draw on the testimony of expert witnesses as part of the assessment process. Expert witnesses can be used to address any gaps in the technical and occupational competence of assessors, and for confidential or sensitive activities that are not appropriate for assessor observation.

Expert witnesses can be drawn from a wide range of people who can attest to performance in the workplace. Schools can support the assessment process by encouraging and supporting members of staff to act as expert witnesses. A qualified assessor will make the final judgement about a candidate's competence based on testimony provided by the expert witness together with other corroborating evidence.

An expert witness must:

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

Experienced teaching assistants, higher level teaching assistants and teachers might act as expert witnesses across a range of units. However there are some units where expert witnesses may play an important role in filling any gaps in the occupational expertise of assessors

### 3.4 Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification/ moderation, and that it takes account of any national or legislative developments.

## 4.0 Summary of assessment methods

For this qualification, learners will be required to provide evidence for **each** unit which may be supplied via observation of workplace activities, witness testimony, professional discussion and questions, learner reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role.

### 4.1 Assessment principles

- Assessment decisions for criteria that must be assessed in the workplace, as identified in unit assessment requirements, must be made in a real work environment by an occupationally competent assessor.
- Assessment decisions for criteria that must be assessed in the workplace (competence based assessment criteria) must be made by an assessor with the expertise to make assessment decisions.
- Competence based assessment must include direct observation as the main source of evidence.
- Simulation may only be utilised as an assessment method for competence based assessment criteria where this is specified in the assessment requirements of the unit.
- Expert witnesses can be used for direct observation where:
  - they have occupational expertise for specialist areas, or
  - the observation is of a particularly sensitive nature

  The use of expert witnesses should be determined and agreed by the assessor.
- Assessment of criteria not identified in the unit assessment requirements as requiring assessment in the workplace may take place in or outside of a real work environment.

### 4.2 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place

- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness. Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process.

In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the
  content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the
  the skills and knowledge requirements.

## 5.0 Qualification information

### 5.1 Qualification aim and design

The Level 3 Diploma in Specialist Support for Teaching and Learning in Schools (RQF) has been designed to extend the work-related focus of the Level 3 Certificate in Supporting Teaching and Learning in Schools (RQF). There is a wide range of optional units covering different aspects of supporting teaching and learning, which allows the learner a choice to select units in a specialist area, or to spread their choice of units across several specialist areas.

There is also the potential for the qualification to prepare learners for employment in a particular vocational sector and it is suitable for those who have decided that they wish to enter a specific area of work. The qualification has also been designed to assess the knowledge and competence required to work in the sector and also forms part of the Skillsfirst Advanced Apprenticeship in Supporting Teaching and Learning in Schools.

## 6.0 Qualification structure

### 6.1 Qualification requirements

| Qual. no. | Level | Qualification title | Number of credits |
|---|---|---|---|
| STLD3 | 3 | Level 3 Diploma in Specialist Support for Teaching and Learning in Schools (RQF) | Minimum of 44 |

### 6.2 Total Qualification Time (TQT)

TQT is formulated by looking at the total Notional Hours of Learning for the qualification.

The TQT for the Level 3 Diploma in Supporting Teaching and Learning in Schools (RQF) is **440**. The minimum guided learning hours (GLH) are **232.**

32 credits must be achieved by taking all units in Group A.
The remaining 12 credits can be achieved by taking units from Groups B, C, D, E, F or G.
At least 40 of the 44 credits achieved must be at Level 3 or above.

### 6.3 List of available units and their credit value

The list below gives the unit titles and the credit value of each unit.

#### Group A - mandatory units

| Unit Ref. no. | Skillsfirst unit no. | Unit title | Credit value | Barred unit(s) |
|---|---|---|---|---|
| F/601/3327 | STL31 | Communication and professional relationships with children, young people and adults | 2 | |
| A/601/3326 | STL07 | Schools as organisations | 3 | |
| F/601/4073 | STL32 | Support learning activities | 4 | |
| A/601/4069 | STL33 | Promote children and young people's positive behaviour | 3 | |
| H/601/4065 | STL34 | Develop professional relationships with children, young people and adults | 2 | |
| M/601/4070 | STL35 | Promote equality, diversity and inclusion in work with children and young people | 2 | |
| A/601/4072 | STL11 | Support assessment for learning | 4 | |
| A/601/1429 | SHC32 | Engage in personal development in health, social care or children's and young people's settings | 3 | |
| D/601/1696 | CYP34 | Support children and young people's health and safety | 2 | |
| L/601/1693 | CYP31 | Understand child and young person development | 4 | |
| Y/601/1695 | CYP33 | Understand how to safeguard the well being of children and young people | 3 | |

#### Group B – optional units (supporting learning)

| Unit Ref. no. | Skillsfirst unit no. | Unit title | Credit value | Barred unit(s) |
|---|---|---|---|---|
| D/601/7711 | STL36 | Plan and deliver learning activities under the direction of a teacher | 4 | |
| M/601/7714 | STL37 | Support literacy development | 3 | |
| A/601/7716 | STL38 | Support numeracy development | 3 | |
| J/601/7718 | STL39 | Support teaching and learning in a curriculum area | 3 | |
| F/601/7720 | STL40 | Support delivery of the 14 - 19 curriculum | 3 | |
| L/601/7722 | STL41 | Provide literacy and numeracy support | 3 | |
| R/601/7723 | STL42 | Support gifted and talented learners | 4 | |

| | | | | |
|---|---|---|---|---|
| T/600/9789 | EYMP5 | Support children's speech, language and communication | 4 | |

### Group C – optional units (English as an additional language)

| Unit Ref. no. | Skillsfirst unit no. | Unit title | Credit value | Barred unit(s) |
|---|---|---|---|---|
| Y/601/7724 | STL43 | Support bilingual learners | 4 | |
| D/601/7725 | STL44 | Provide bilingual support for teaching and learning | 6 | |

### Group D – optional units (special educational needs)

| Unit Ref. no. | Skillsfirst unit no. | Unit title | Credit value | Barred unit(s) |
|---|---|---|---|---|
| H/601/7726 | STL45 | Support disabled children and young people and those with special educational needs | 5 | |
| Y/601/7707 | STL46 | Support children and young people with behaviour, emotional and social development needs | 4 | |
| M/601/8121 | STL47 | Support learners with cognition and learning needs | 4 | |
| K/601/8134 | STL48 | Support learners with communication and interaction needs | 4 | |
| M/601/8135 | STL49 | Support learners with sensory and/or physical needs | 4 | |
| F/601/8060 | HSC2015 | Support individuals to meet personal care needs | 2 | |

### Group E – optional units (providing pastoral support)

| Unit Ref. no. | Skillsfirst unit no. | Unit title | Credit value | Barred unit(s) |
|---|---|---|---|---|
| D/601/8325 | STL50 | Support children and young people during transitions in their lives | 4 | |
| L/601/1337 | CYPOP10 | Develop interviewing skills for work with children and young people | 3 | |
| T/601/1381 | CYPOP44 | Facilitate the learning and development of children and young people through mentoring | 4 | |
| M/601/1377 | CYPOP43 | Improving the attendance of children and young people in statutory education | 5 | |
| F/600/9780 | SCMP2 | Promote the well being and resilience of children and young people | 4 | |
| A/601/1334 | CYPOP9 | Provide information and advice to young people | 3 | |
| D/600/9785 | LDSSMP1 | Support children and young people to achieve their education potential | 4 | |
| M/600/9788 | LDSSMP2 | Support children and young people to make positive changes in their lives | 4 | |
| F/502/5242 | YP01003 | Support young people in relation to sexual health and risk of pregnancy | 2 | |
| M/601/1329 | CYPOP8 | Support young people to develop, | 3 | |

| | | | | |
|---|---|---|---|---|
| | | implement and review a plan of action | | |
| R/502/5231 | YP0O73 | Support young people who are socially excluded or excluded from school | 2 | |

### Group F – optional units (supporting the wider work of the school)

| Unit Ref. no. | Skillsfirst unit no. | Unit title | Credit value | Barred unit(s) |
|---|---|---|---|---|
| A/601/9420 | CH17 | Assist in the administration of medication | 4 | |
| Y/601/7416 | STL70 | Invigilate tests and examinations | 3 | |
| A/601/8333 | STL51 | Lead an extracurricular activity | 3 | |
| Y/601/8338 | STL52 | Maintain learner records | 3 | |
| D/601/8342 | STL53 | Monitor and maintain curriculum resources | 3 | |
| H/601/8357 | STL54 | Organise travel for children and young people | 2 | |
| H/601/8360 | STL55 | Supervise children and young people on journeys, visits and activities outside of the setting | 3 | |
| A/602/1846 | STL56 | Work in partnership with parents to engage them with their children's learning and development in school | 6 | |

### Group G – optional units (working with colleagues)

| Unit Ref. no. | Skillsfirst unit no. | Unit title | Credit value | Barred unit(s) |
|---|---|---|---|---|
| R/601/8368 | STL57 | Work with other practitioners to support children and young people | 3 | |
| Y/600/9669 | TLD5 | Plan, allocate and monitor work of a team | 5 | |
| T/600/9601 | BA492 | Provide leadership and direction for own area of responsibility | 5 | TLB5 |
| M/600/9600 | TLB5 | Set objectives and provide support for team members | 5 | BA492 |
| M/600/9676 | BA493 | Support learning and development within own area of responsibility | 5 | |
| A/501/5163 | STL58 | Team working | 3 | |

### 6.4 Exempted unit

| Skillsfirst unit no. | | Exempted unit title | WBA unit No. |
|---|---|---|---|
| STL70 | Equivalent to | Invigilate tests and examinations | A/104/0197 |

## 6.5 Learner entry requirements

### Formal requirements

There are no formal entry requirements for learners undertaking this qualification. However, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.

### Age restrictions

There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment.

### Legal considerations

There are no formal entry requirements for learners undertaking this qualification. However, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.

## 6.6 Progression opportunities

Learners achieving the Level 3 Diploma in Specialist Support for Teaching and Learning in Schools (RQF) can progress on to higher level qualifications. Learners can also progress on to a foundation degree e.g. for teaching assistants or supporting teaching and learning training and/or assessment against the higher level teaching assistant professional standards to achieve HLTA status.

Other progression routes include employment opportunities existing within primary, special and secondary schools in both the state and independent sectors. Opportunities also exist to move into other roles across the wider children's workforce e.g. child care, play work or youth work.

# 7.0 The units of learning

## 7.1 Structure of the units

The units in these qualifications are written in a standard format and comprise the following:

- Skillsfirst reference number
- unit title
- level
- credit value
- unit aim
- guided learning hours (GLH)
- relationship to NOS, other qualifications and frameworks
- evidence requirements
- notes for guidance
- learning outcomes
- assessment criteria

## 7.2 Group A - mandatory units

# STL31
# Communication and professional relationships with children, young people and adults

## STL31 Communication and professional relationships with children, young people and adults

**Level: 3**

**Credit value: 2**

### Unit aim
This unit provides the knowledge and understanding which underpins effective communication and professional relationships with children, young people and adults.

### Learning outcomes
There are **three** learning outcomes to this unit. The learner will:

1 Understand the principles of developing positive relationships with children, young people and adults
2 Understand how to communicate with children, young people and adults
3 Understand legislation, policies and procedures for confidentiality and sharing information, including data protection

### Guided learning hours
It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
STL20 Develop and promote positive relationships (CCLD 301)

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance
Communication differences between individuals which may create barriers to effective communication between them e.g.;
- language
- sensory impairment
- speech, language or communication impairment
- cognitive abilities
- emotional state
- cultural differences

## STL31 Communication and professional relationships with children, young people and adults

Learning outcomes and assessment criteria

### Outcome 1 Understand the principles of developing positive relationships with children, young people and adults

The learner can:

1 explain why effective communication is important in developing positive relationships with children, young people and adults
2 explain the principles of relationship building with children, young people and adults
3 explain how different social, professional and cultural contexts may affect relationships and the way people communicate

### Outcome 2 Understand how to communicate with children, young people and adults

The learner can:

1 explain the skills needed to communicate with children and young people
2 explain how to adapt communication with children and young people for:
   - the age of the child or young person
   - the context of the communication
   - communication differences
3 explain the main differences between communicating with adults and communicating with children and young people
4 explain how to adapt communication to meet different communication needs of adults
5 explain how to manage disagreements with children, young people and adults

### Outcome 3 Understand legislation, policies and procedures for confidentiality and sharing information, including data protection

The learner can:

1 summarise the main points of legislation and procedures covering confidentiality, data protection and the disclosure of information
2 explain the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this
3 justify the kinds of situation when confidentiality protocols must be breached

# STL07

## Schools as organisations

## STL07 Schools as organisations

**Level: 3**

**Credit value: 3**

### Unit aim
This unit aims to prepare the learner for working in a school. It covers knowledge and understanding of the structure of education, how schools are organised, school ethos, mission, aims and values, legislative and policy frameworks and the wider context in which schools operate.

### Learning outcomes
There are **six** learning outcomes to this unit. The learner will:

1 Know the structure of education from early years to post-compulsory education
2 Understand how schools are organised in terms of roles and responsibilities
3 Understand school ethos, mission, aims and values
4 Know about the legislation affecting schools
5 Understand the purpose of school policies and procedures
6 Understand the wider context in which schools operate

### Guided learning hours
It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
SWiS 3.2 Support the ethos, policies and working practices of the school

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

## STL07 Schools as organisations

Learning outcomes and assessment criteria

### Outcome 1 Know the structure of education from early years to post-compulsory education

The learner can:

1 summarise entitlement and provision for early years education
2 explain the characteristics of the different types of schools in relation to educational stages and school governance
3 explain the post 16 options for young people and adults

### Outcome 2 Understand how schools are organised in terms of roles and responsibilities

The learner can:

1 explain the strategic purpose of:
   - school governors
   - senior management team
   - other statutory roles e.g. SENCO
   - teachers
   - support staff roles
2 explain the roles of external professionals who may work with a school eg. Educational psychologist

### Outcome 3 Understand school ethos, mission, aims and values

The learner can:

1 explain how the ethos, mission, aims and values of a school may be reflected in working practices
2 evaluate methods of communicating a school's ethos, mission, aims and values.

### Outcome 4 Know about the legislation affecting schools

The learner can:

1 summarise the laws and codes of practice affecting work in schools
2 explain how legislation affects how schools work
3 explain the roles of regulatory bodies relevant to the education sector which exist to monitor and enforce the legislative framework, including:
   - general bodies such as the Health and Safety Executive
   - school specific regulatory bodies

### Outcome 5 Understand the purpose of school policies and procedures

The learner can:

1 explain why schools have policies and procedures
2 summarise the policies and procedures schools may have relating to:
   - staff
   - pupil welfare
   - teaching and learning
   - equality, diversity and inclusion
   - parental engagement
3 evaluate how school policies and procedures may be developed and communicated.

## Outcome 6 Understand the wider context in which schools operate

The learner can:

1 summarise the roles and responsibilities of national and local government for education policy and practice
2 explain the role of schools in national policies relating to children, young people and families
3 explain the roles of other organisations working with children and young people and how these may impact on the work of schools

# STL32

## Support learning activities

## STL32 Support learning activities

**Level: 3**

**Credit value: 4**

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

### Learning outcomes
There are **six** learning outcomes to this unit. The learner will:

1 Contribute to planning learning activities
2 Prepare for learning activities
3 Support learning activities
4 Observe and report on learner participation and progress
5 Contribute to the evaluation of learning activities
6 Evaluate own practice in relation to supporting literacy, numeracy and ICT

### Guided learning hours
It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
STL18 Support pupils' learning activities
STL8 Use information and communication technology to support pupils' learning
STL29 Observe and promote pupil performance and development

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance
Information required: to support learning activities includes;
- relevant school curriculum and age-related expectations of learners
- the teaching and learning objectives
- the learning resources required
- own role in supporting the learning activities
- any additional needs of the children or young people involved

Resources: to support learning activities including;
- materials
- equipment (including ICT)
- software
- books and other written materials

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

- creating a positive learning environment
- managing behaviour
- encouraging group cohesion and collaborative learning
- prompting shy or reticent learners to ask questions and check understanding
- translating or explaining words and phrases
- reminding learners of teaching points made by the teacher
- modelling correct use of language and vocabulary
- ensuring learners understand the learning tasks
- helping learners to use resources relevant to the learning activity
- providing individual attention, reassurance and help with learning tasks as appropriate to learners' needs
- modifying or adapting activities

Social organisation and relationships: for example;

- learner grouping
- group development
- group dynamics
- the way adults interact and respond to learners

Problems; relating to:

- the learning activities
- the learning resources
- the learning environment
- the learners
- assessment

## STL32 Support learning activities

Learning outcomes and assessment criteria

### Outcome 1 Contribute to planning learning activities

The learner can:

1 explain how a learning support practitioner may contribute to the planning, delivery and review of learning activities
2 evaluate own strengths and weaknesses in relation to supporting learning activities and how these may impact on the support that can be provided
3 use knowledge of the learners and curriculum to contribute to the teacher's planning
4 offer constructive suggestions for own role in supporting planned learning activities
5 identify and obtain the information required to support learning activities

### Outcome 2 Prepare for learning activities

The learner can:

1 select and prepare the resources required for the planned learning activities
2 develop and adapt resources to meet the needs of learners
3 ensure the learning environment meets relevant health, safety, security and access requirements

### Outcome 3 Support learning activities

The learner can:

1 select and demonstrate learning support strategies to meet the needs of learners
2 explain how social organisation and relationships may affect the learning process
3 give attention to learners in a way that balances the needs of individuals and the group as a whole
4 demonstrate ways of encouraging learners to take responsibility for their own learning
5 demonstrate ways of supporting learners to develop:
    - literacy skills
    - numeracy skills
    - ICT skills
    - problem solving skills
6 explain the sorts of problems that might occur when supporting learning activities and how to deal with these

### Outcome 4 Observe and report on learner participation and progress

The learner can:

1 apply skills and techniques for monitoring learners' response to learning activities
2 assess how well learners are participating in activities and the progress they are making
3 record observations and assessments of learner participation and progress in the required format

### Outcome 5 Contribute to the evaluation of learning activities

The learner can:

1 explain the importance of evaluating learning activities
2 use the outcomes of observations and assessments to:
    - provide feedback to learners on progress made
    - provide the teacher with constructive feedback on the learning activities
    - provide the teacher with feedback on learners' participation and progress
    - reflect on and improve own practice in supporting learning activities

### Outcome 6 Evaluate own practice in relation to supporting literacy, numeracy and ICT

The learner can:

1 evaluate how own knowledge, understanding and skills in literacy, numeracy and ICT impact on practice

2 develop a plan for improving own knowledge, understanding and skills in literacy, numeracy and ICT

# STL33

## Promote children and young people's positive behaviour

## STL33 Promote children and young people's positive behaviour

**Level: 3**

**Credit value: 3**

### Unit aim
This unit provides the knowledge, understanding and skills required to promote children and young people's positive behaviour. It requires demonstration of competence in promoting positive behaviour, managing inappropriate behaviour, dealing with challenging behaviour and contributing to reviews of behaviour and behaviour policies.

### Learning outcomes
There are **five** learning outcomes to this unit. The learner will:

1 Understand policies and procedures for promoting children and young people's positive behaviour
2 Promote positive behaviour
3 Manage inappropriate behaviour
4 Respond to challenging behaviour
5 Contribute to reviews of behaviour and behaviour policies

### Guided learning hours
It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
STL19 Promote positive behaviour
STL37 Contribute to the prevention and management of challenging behaviour in children and young people (HSC326)

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance
Policies and procedures: of the setting relevant to promoting positive behaviour e.g.;
- behaviour policy
- code of conduct
- rewards and sanctions
- dealing with conflict and inappropriate behaviour
- anti-bullying
- attendance

Inappropriate behaviour: is behaviour which conflicts with the accepted values and beliefs of the setting and society. Inappropriate behaviour may be demonstrated through speech, writing, nonverbal behaviour or physical abuse.
Challenging behaviour: may involve;

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

## STL33 Promote children and young people's positive behaviour

Learning outcomes and assessment criteria

### Outcome 1 Understand policies and procedures for promoting children and young people's positive behaviour

The learner can:

1 summarise the policies and procedures of the setting relevant to promoting children and young people's positive behaviour
2 evaluate how the policies and procedures of the setting support children and young people to:
   - feel safe
   - make a positive contribution
   - develop social and emotional skills
   - understand expectations and limits
3 explain the benefits of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting.

### Outcome 2 Promote positive behaviour

The learner can:

1 explain the benefits of actively promoting positive aspects of behaviour
2 demonstrate ways of establishing ground rules with children and young people which underpin appropriate behaviour and respect for others
3 demonstrate strategies for promoting positive behaviour according to the policies and procedures of the setting
4 demonstrate realistic, consistent and supportive responses to children and young people's behaviour
5 provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting.

### Outcome 3 Manage inappropriate behaviour

The learner can:

1 demonstrate strategies for minimising disruption through inappropriate behaviour of children and young people
2 demonstrate strategies for managing inappropriate behaviour according to the policies and procedures of the setting
3 apply rules and boundaries consistently and fairly, according to the age, needs and abilities of children and young people
4 provide support for colleagues to deal with inappropriate behaviour of children and young people
5 explain the sorts of behaviour or discipline problems that should be referred to others and to whom these should be referred.

### Outcome 4 Respond to challenging behaviour

The learner can:

1 recognise patterns and triggers which may lead to inappropriate behavioural responses and take action to pre-empt, divert or diffuse potential flash points
2 use agreed strategies for dealing with challenging behaviour according to the policies and procedures of the setting
3 assess and manage risks to own and others' safety when dealing with challenging behaviour
4 support children, young people and colleagues to identify the situations and circumstances which trigger inappropriate behavioural responses and ways of avoiding these from happening
5 recognise and take immediate action to deal with any bullying, harassment or oppressive behaviour according to the policies and procedures of the setting.

### Outcome 5 Contribute to reviews of behaviour and behaviour policies

The learner can:

1 demonstrate ways of supporting children and young people to review their behaviour and the impact of this on others, themselves and their environment
2 demonstrate ways of supporting children and young people with behavioural difficulties to identify and agree behaviour targets
3 use own knowledge of promoting positive behaviour to contribute to reviews of behaviour policies, including bullying, attendance and the effectiveness of rewards and sanctions
4 provide clear and considered feedback on the effectiveness of behaviour management strategies to inform policy review and development.

# STL34

## Develop professional relationships with children, young people and adults

## STL34 Develop professional relationships with children, young people and adults

**Level: 3**

**Credit value: 2**

### Unit aim
This unit covers the competence required to develop professional relationships with children, young people and adults.

### Learning outcomes
There are **five** learning outcomes to this unit. The learner will:

1 Develop professional relationships with children and young people
2 Communicate with children and young people
3 Develop professional relationships with adults
4 Support children and young people in developing relationships
5 Comply with policies and procedures for confidentiality, sharing information and data protection

### Guided learning hours
It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
STL20 Develop and promote positive relationships (CCLD 301)

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance
Forms of communication: e.g.;
- spoken language
- play
- body language
- sign language

Communication differences between individuals which may create barriers to effective communication between them e.g.:
- language
- sensory impairment
- speech, language or communication impairment
- cognitive abilities
- emotional state
- cultural differences

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

- active listening
- avoiding assumptions
- using questions to clarify and check understanding
- summarising and confirming key points

## STL34 Develop professional relationships with children, young people and adults

Learning outcomes and assessment criteria

### Outcome 1 Develop professional relationships with children and young people

The learner can:

1 demonstrate how to establish rapport and respectful, trusting relationships with children and young people
2 demonstrate supportive and realistic responses to children and young people's questions, ideas, suggestions and concerns
3 demonstrate how to support children and young people in making choices for themselves
4 give attention to individual children and young people in a way that is fair to them and the group as a whole

### Outcome 2 Communicate with children and young people

The learner can:

1 use different forms of communication to meet the needs of children and young people
2 demonstrate how to adapt communication with children and young people for:
   - the age and stage of development of the child or young person
   - the context of the communication
   - communication differences
3 demonstrate strategies and techniques to promote understanding and trust in communication with children and young people.

### Outcome 3 Develop professional relationships with adults

The learner can:

1 demonstrate how to establish rapport and professional relationships with adults
2 demonstrate how to adapt communication with adults for:
   - cultural and social differences
   - the context of the communication
   - communication differences
3 demonstrate strategies and techniques to promote understanding and trust in communication with adults
4 use skills and techniques to resolve misunderstandings and conflicts constructively
5 explain when and how to refer other adults to further sources of information, advice or support.

### Outcome 4 Support children and young people in developing relationships

The learner can:

1 demonstrate ways of helping children and young people to understand the value and importance of positive relationships with others
2 provide an effective role model in own relationships with children, young people and adults
3 use appropriate strategies for encouraging and supporting children and young people to
4 understand and respect other people's:
   - individuality, diversity and differences
   - feelings and points of view
5 demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves
6 provide encouragement and support for other adults in the setting to have positive relationships with children and young people.

## Outcome 5 Comply with policies and procedures for confidentiality, sharing information and data protection

The learner can:

1 apply the setting's policies and procedures for:
- sharing information
- confidentiality
- data protection

2 demonstrate how to report and record information formally and informally in the appropriate way for the audience concerned.

# STL35

## Promote equality, diversity and inclusion in work with children and young people

## STL35 Promote equality, diversity and inclusion in work with children and young people

**Level: 3**

**Credit value: 2**

### Unit aim

This unit provides the knowledge, understanding and skills needed to promote equality, diversity and inclusion in work with children and young people. It requires demonstration of competence in promoting equality and diversity and supporting inclusion.

### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1 Promote equality and diversity in work with children and young people
2 Understand the impact of prejudice and discrimination on children and young people
3 Support inclusion and inclusive practices in work with children and young people

### Guided learning hours

It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards

STL18 Support pupils' learning activities
STL23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacher
STL35 Support bilingual/multilingual pupils
STL36 Provide bilingual/multilingual support for teaching and learning
STL38 Support children with disabilities or special educational needs and their families

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

### Key/Functional skills

This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance

Participation: involves asking children and young people what works, what doesn't work and what could work better; and involving them in the design, delivery and evaluation of services, on an ongoing basis.

Equality of access: ensuring that discriminatory barriers to access are removed and allowing for children and young peoples' individual needs

Anti-discriminatory practice: taking positive action to counter discrimination. This will involve identifying and challenging discrimination and being positive in own practice about differences and similarities between people

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

## STL35 Promote equality, diversity and inclusion in work with children and young people

Learning outcomes and assessment criteria

### Outcome 1 Promote equality and diversity in work with children and young people

The learner can:

1 identify the current legislation and codes of practice relevant to the promotion of equality and valuing of diversity
2 explain the importance of promoting the rights of all children and young people to participation and equality of access
3 explain the importance and benefits of valuing and promoting cultural diversity in work with children and young people
4 interact with children and young people in a way that values diversity and respects cultural, religious and ethnic differences
5 demonstrate ways of applying the principles of equality, diversity and anti-discriminatory practice in own work with children and young people

### Outcome 2 Understand the impact of prejudice and discrimination on children and young people

The learner can:

1 explain ways in which children and young people can experience prejudice and discrimination
2 analyse the impact of prejudice and discrimination on children and young people
3 evaluate how own attitudes, values and behaviour could impact on work with children and young people
4 explain how to promote anti-discriminatory practice in work with children and young people
5 explain how to challenge discrimination

### Outcome 3 Support inclusion and inclusive practices in work with children and young people

The learner can:

1 explain what is meant by inclusion and inclusive practices
2 identify barriers to children and young people's participation
3 demonstrate ways of supporting inclusion and inclusive practices in own work with children and young people

# STL11

## Support assessment for learning

## STL11 Support assessment for learning

**Level: 3**

**Credit value: 4**

### Unit aim
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.

### Learning outcomes
There are **four** learning outcomes to this unit. The learner will:

1 Understand the purpose and characteristics of assessment for learning
2 Use assessment strategies to promote learning
3 Support learners in reviewing their learning strategies and achievements
4 Contribute to reviewing assessment for learning

### Guided learning hours
It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
STL30 Contribute to assessment for learning

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

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

Information required: to support assessment for learning;
- the learning objectives for the activities
- the personalised learning goals for individual learners
- the success criteria for the learning activities
- the assessment opportunities and strategies relevant to own role in the learning activities

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

Assessment opportunities and strategies: are the occasions, approaches and techniques used for ongoing assessment during learning activities, such as;

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

## STL11 Support assessment for learning

Learning outcomes and assessment criteria

### Outcome 1 Understand the purpose and characteristics of assessment for learning

The learner can:

1 compare and contrast the roles of the teacher and the learning support practitioner in assessment of learners' achievements
2 summarise the difference between formative and summative assessment
3 explain the characteristics of assessment for learning
4 explain the importance and benefits of assessment for learning
5 explain how assessment for learning can contribute to planning for future learning carried out by:
    - the teacher
    - the learners
    - the learning support practitioner

### Outcome 2 Use assessment strategies to promote learning

The learner can:

1 obtain the information required to support assessment for learning
2 use clear language and examples to discuss and clarify personalised learning goals and criteria for assessing progress with learners
3 use assessment opportunities and strategies to gain information and make judgements about how well learners are participating in activities and the progress they are making
4 provide constructive feedback to learners to help them understand what they have done well and what they need to develop
5 provide opportunities and encouragement for learners to improve upon their work.

### Outcome 3 Support learners in reviewing their learning strategies and achievements

The learner can:

1 use information gained from monitoring learner participation and progress to help learners to review their learning strategies, achievements and future learning needs
2 listen carefully to learners and positively encourage them to communicate their needs and ideas for future learning
3 support learners in using peer assessment and self-assessment to evaluate their learning achievements
4 support learners to:
    - reflect on their learning
    - identify the progress they have made
    - identify their emerging learning needs
    - identify the strengths and weaknesses of their learning strategies and plan how to improve them

### Outcome 4 Contribute to reviewing assessment for learning

The learner can:

1 provide feedback to the teacher on:
    - learner participation and progress in the learning activities
    - learners' engagement in and response to assessment for learning
    - learners' progress in taking responsibility for their own learning
2 use the outcomes of assessment for learning to reflect on and improve own contribution to supporting learning.

# SHC32

## Engage in personal development in health, social care or children's and young people's settings

## SHC32 Engage in personal development in health, social care or children's and young people's settings

**Level: 3**

**Credit value: 3**

### Unit aim
This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit considers personal development and reflective practice, which are both fundamental to such roles.

### Learning outcomes
There are **five** learning outcomes to this unit. The learner will:

1 Understand what is required for competence in own work role
2 Reflect on practice
3 Evaluate own performance
4 Agree a personal development plan
5 Use learning opportunities and reflective practice to contribute to personal development

### Guided learning hours
It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
CCLD 304, GCU 6, GEN 12, GEN 13 and HSC 33. Themes recur as knowledge requirements, performance criteria and core values throughout HSC NOS

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development (SfC).

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the  have been met.

### Notes for guidance
Assessment of this unit must adhere to the requirements of SfC /Skills for Health assessment principles.

## SHC32 Engage in personal development in health, social care or children's and young people's settings

Learning outcomes and assessment criteria

### Outcome 1 Understand what is required for competence in own work role

The learner can:

1 describe the duties and responsibilities of own work role
2 explain expectations about own work role as expressed in relevant standards.

### Outcome 2 Reflect on practice

The learner can:

1 explain the importance of reflective practice in continuously improving the quality of service provided
2 demonstrate the ability to reflect on practice
3 describe how own values, belief systems and experiences may affect working practice.

### Outcome 3 Evaluate own performance

The learner can:

1 evaluate own knowledge, performance and understanding against relevant standards
2 demonstrate use of feedback to evaluate own performance and inform development.

### Outcome 4 Agree a personal development plan

The learner can:

1 identify sources of support for planning and reviewing own development
2 demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities
3 demonstrate how to work with others to agree own personal development plan.

### Outcome 5 Use learning opportunities and reflective practice to contribute to personal development

The learner can:

1 evaluate how learning activities have affected practice
2 demonstrate how reflective practice has led to improved ways of working
3 show how to record progress in relation to personal development.

# CYP34

## Support children and young people's health and safety

## CYP34 Support children and young people's health and safety

**Level: 3**

**Credit value: 2**

### Unit aim
This unit provides the knowledge, understanding and skills required to support children and young people's health and safety. It requires a demonstration of competence in recognising hazards and undertaking risk assessments in the work setting.

### Learning outcomes
There are **four** learning outcomes to this unit. The learner will:

1 Understand how to plan and provide environments and services that support children and young people's health and safety
2 Recognise and manage risks to health, safety and security in a work setting or off site visits
3 Understand how to support children and young people to assess and manage risk for themselves
4 Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits

### Guided learning hours
It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
CCLD 302: Develop and maintain a healthy, safe and secure environment for children
HSC 32: Promote, monitor and maintain health, safety and security in the working environment
LDSS Unit 2: Ensure your own actions reduce risk to health and safety
CWDC training, support and development standards for foster care
Standard 3: Understand health and safety, and healthy care
UK codes of practice for social care workers

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development (SfC).

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the  have been met.

### Notes for guidance
Assessment of learning outcome 2 must take place in a real work environment. Simulation is not permitted. Assessment of this unit must adhere to the requirements of SfC assessment principles.

## CYP34 Support children and young people's health and safety

Learning outcomes and assessment criteria

### Outcome 1 Understand how to plan and provide environments and services that support children and young people's health and safety

The learner can:

1 describe the factors to take into account when planning healthy and safe indoor and outdoor environments and services
2 explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely
3 identify sources of current guidance for planning healthy and safe environments and services
4 explain how current health and safety legislation, policies and procedures are implemented in own work setting or service

### Outcome 2 Recognise and manage risks to health, safety and security in a work setting or off site visits

The learner can:

1 demonstrate how to identify potential hazards to the health, safety and security of children or young people, families and other visitors and colleagues
2 demonstrate ability to deal with hazards in the work setting or in off site visits
3 undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk
4 explain how health and safety risk assessments are monitored and reviewed

### Outcome 3 Understand how to support children and young people to assess and manage risk for themselves

The learner can:

1 explain why it is important to take a balanced approach to risk management
2 explain the dilemma between the rights and choices of children and young people and health and safety requirements
3 give example from own practice of supporting children or young people to assess and manage risk

### Outcome 4 Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits

The learner can:

1 explain the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness
2 identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies

# CYP31

## Understand child and young person development

## CYP31 Understand child and young person development

**Level: 3**

**Credit value: 4**

### Unit aim
This unit provides knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. It also includes actions taken when differences in development are identified and the potential effects of transitions on children and young people's development.

### Learning outcomes
There are **five** learning outcomes to this unit. The learner will:

1 Understand the expected pattern of development for children and young people from birth - 19 years
2 Understand the factors that influence children and young people's development and how these affect 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
4 Understand the importance of early intervention to support the speech, language and communication needs of children and young people
5 Understand the potential effects of transitions on children and young people's development

### Guided learning hours
It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
CCLD 303: Promote children's development
HSC 36: Contribute to the assessment of children and young peoples' needs and the development of care plans
CWDC training, support and development standards for foster care.
Standard 5: Understand the development of children and young people

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development (SfC).

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance
Assessment of this unit must adhere to the requirements of SfC assessment principles.

## CYP31 Understand child and young person development

Learning outcomes and assessment criteria

### Outcome 1 Understand the expected pattern of development for children and young people from birth - 19 years

The learner can:

1 explain the sequence and rate of each aspect of development from birth – 19 years
2 explain the difference between sequence of development and rate of development and why the difference is important

### Outcome 2 Understand the factors that influence children and young people's development and how these affect practice

The learner can:

1 explain how children and young people's development is influenced by a range of personal factors
2 explain how children and young people's development is influenced by a range of external factors
3 explain how theories of development and frameworks to support development influence current practice

### Outcome 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

The learner can:

1 explain how to monitor children and young people's development using different methods
2 explain the reasons why children and young people's development may not follow the expected pattern
3 explain how disability may affect development
4 explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern

### Outcome 4 Understand the importance of early intervention to support the speech, language and communication needs of children and young people

The learner can:

1 analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition
2 explain how multi agency teams work together to support speech, language and communication
3 explain how play and activities are used to support the development of speech, language and communication

### Outcome 5 Understand the potential effects of transitions on children and young people's development

The learner can:

1 explain how different types of transitions can affect children and young people's development
2 evaluate the effect on children and young people of having positive relationships during periods of transition

# CYP33

## Understand how to safeguard the well being of children and young people

## CYP33 Understand how to safeguard the well being of children and young people

**Level: 3**

**Credit value: 3**

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

### Learning outcomes
There are **seven** learning outcomes to this unit. The learner will:

1 Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people
2 Understand the importance of working in partnership with other organisations to safeguard children and young people
3 Understand the importance of ensuring children and young people's safety and protection in the work setting
4 Understand how to respond to evidence or concerns that a child or young person has been abused or harmed
5 Understand how to respond to evidence or concerns that a child or young person has been bullied
6 Understand how to work with children and young people to support their safety and well being
7 Understand the importance of e-safety for children and young people

### Guided learning hours
It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
CCLD 305: Protect and promote children's rights
LDSS NOS Unit 1: Contribute to the protection of children and young people from abuse
HSC 34: Promote the well-being and protection of children and young people
CWDC Training, support and development standards for Foster care.
Standard 6: Safeguard children and young people
UK codes of practice for social care workers

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development (SfC).

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance
Assessment of this unit must adhere to the requirements of SfC assessment principles.

## CYP33 Understand how to safeguard the well being of children and young people

Learning outcomes and assessment criteria

### Outcome 1 Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people

The learner can:

1 outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people
2 explain child protection within the wider concept of safeguarding children and young people
3 analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people
4 explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice
5 explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing

### Outcome 2 Understand the importance of working in partnership with other organisations to safeguard children and young people

The learner can:

1 explain the importance of safeguarding children and young people
2 explain the importance of a child or young person centred approach
3 explain what is meant by partnership working in the context of safeguarding
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

### Outcome 3 Understand the importance of ensuring children and young people's safety and protection in the work setting

The learner can:

1 explain why it is important to ensure children and young people are protected from harm within the work setting
2 explain policies and procedures that are in place to protect children and young people and adults who work with them
3 evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected
4 explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits

### Outcome 4 Understand how to respond to evidence or concerns that a child or young person has been abused or harmed

The learner can:

1 describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
2 describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting
3 explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged

### Outcome 5 Understand how to respond to evidence or concerns that a child or young person has been bullied

The learner can:

1 explain different types of bullying and the potential effects on children and young people
2 outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place
3 explain how to support a child or young person and/or their family when bullying is suspected or alleged

### Outcome 6 Understand how to work with children and young people to support their safety and well being

The learner can:

1 explain how to support children and young people's self-confidence and self-esteem
2 analyse the importance of supporting resilience in children and young people
3 explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety
4 explain ways of empowering children and young people to make positive and informed choices that support their well being and safety

### Outcome 7 Understand the importance of e-safety for children and young people

The learner can:

1 explain the risks and possible consequences for children and young people of being online and of using a mobile phone
2 describe ways of reducing risk to children and young people from:
    - social networking
    - internet use
    - buying online
    - using a mobile phone

## 7.3 Group B - optional units (supporting learning)

# STL36

## Plan and deliver learning activities under the direction of a teacher

## STL36 Plan and deliver learning activities under the direction of a teacher

**Level: 3**

**Credit value: 4**

### Unit aim
This unit provides the knowledge, understanding and skills to plan and deliver learning activities to complement, reinforce or extend teaching and learning planned and delivered by the teacher. It requires competence in planning and delivering learning activities for individuals and small groups, under the direction of a teacher, as well as working in partnership with the teacher to deliver learning activities to whole classes.

### Learning outcomes
There are **three** learning outcomes to this unit. The learner will:

1 Plan learning activities under the direction of the teacher
2 Deliver learning activities
3 Monitor and assess learning outcomes

### Guided learning hours
It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
STL23 Plan, deliver and evaluate teaching and learning activities under the direction of the teacher

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

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

## STL36 Plan and deliver learning activities under the direction of a teacher

Learning outcomes and assessment criteria

### Outcome 1 Plan learning activities under the direction of the teacher

The learner can:

1 explain the objectives, content and intended outcomes of learning activities as agreed with the teacher
2 explain how the learning activities relate to statutory and non-statutory frameworks for the school curriculum
3 plan and prepare learning activities, as directed by the teacher, for:
   - individual learners
   - small groups of learners
4 use knowledge of the learners, the curriculum and own expertise to contribute to planning partnership working with the teacher as part of the overall lesson plan.

### Outcome 2 Deliver learning activities

The learner can:

1 demonstrate the use of teaching and learning methods to:
   - meet the agreed learning objectives and intended outcomes
   - maintain learners' motivation and interest
   - support and challenge learners
   - gather feedback on learners' progress and achievements
2 promote and support the inclusion of all learners involved in learning activities
3 organise and manage learning activities to ensure the safety of learners
4 work in partnership with the teacher to support learning activities for the whole class

### Outcome 3 Monitor and assess learning outcomes

The learner can:

1 monitor learners' responses to activities
2 demonstrate ways of modifying activities to meet learners' needs
3 monitor learners' participation and progress in learning activities
4 use monitoring outcomes to provide learners with focused support and feedback
5 use a range of assessment techniques to support the evaluation of learners' progress in relation to the intended learning outcomes.

# STL37

## Support literacy development

## STL37 Support literacy development

**Level: 3**

**Credit value: 3**

### Unit aim
This unit provides the knowledge, understanding and skills to support literacy development. This includes understanding national and organisational frameworks for literacy development and using skills and techniques to support learners in developing reading, writing, speaking/talking and listening skills.

### Learning outcomes
There are **three** learning outcomes to this unit. The learner will:

1 Understand current national and organisational policies and practices for literacy development
2 Support learners in developing reading and writing skills
3 Support learners in developing speaking/talking and listening skills

### Guided learning hours
It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
STL25 Support literacy development

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance
Literacy development: covers the interrelated skills of:
- reading
- writing
- speaking/talking and listening

Policy relevant to literacy development is the policy for English, Welsh and/or language as appropriate to the setting.

Strategies for supporting learners to develop reading and writing skills: e.g.;
- use of targeted prompts and feedback to develop use of independent reading and writing strategies
- facilitating the participation of individuals or small groups in shared reading and writing activities
- using phonics to help learners understand the sound and spelling system and use this to read and spell accurately

- use of specific support strategies, e.g. paired reading, writing frames
- use of specific support programmes, e.g. graded reading books, differentiated computer-based learning programmes, Additional literacy support programmes

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

- providing opportunities for learners to engage in conversation, discussion and questioning
- using open-ended questions to encourage learners to contribute to conversations and discussions
- prompting shy or reticent learners to contribute to conversations and discussions and to respond to questions
- using language and vocabulary which is appropriate to the learners' level of understanding and development
- introducing learners to new words and language structures to help extend their vocabulary and structural command of language

## STL37 Support literacy development

Learning outcomes and assessment criteria

### Outcome 1 Understand current national and organisational policies and practices for literacy development

The learner can:

1 explain the aims and importance of learning provision for literacy development
2 summarise the relevant policy and age-related expectations of learners relevant to literacy development in the setting
3 summarise the teacher's programme and plans for literacy development

### Outcome 2 Support learners in developing reading and writing skills

The learner can:

1 use a range of strategies for supporting learners to develop reading and writing skills
2 select and use support strategies to meet the individual needs and learning targets of learners

### Outcome 3 Support learners in developing speaking/talking and listening skills

The learner can:

1 use a range of strategies for supporting learners to develop speaking/talking and listening skills
2 create opportunities to help learners' understand the importance of attentive listening and taking turns to speak
3 encourage learners to contribute to conversations and discussions in a manner likely to
4 enhance their self-confidence and self-esteem
5 encourage learners to respond constructively to other learners' contributions to conversations and discussions
6 respond to learners' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images

# STL38

## Support numeracy development

## STL38 Support numeracy development

**Level: 3**

**Credit value: 3**

### Unit aim
This unit provides the knowledge, understanding and skills to support numeracy development. This includes understanding national and organisational frameworks for mathematics and using skills and techniques to support learners in developing numeracy skills and using and applying mathematics.

### Learning outcomes
There are **three** learning outcomes to this unit. The learner will:

1 Understand current national and organisational frameworks for mathematics
2 Support learners in developing numeracy skills
3 Support learners in using and applying mathematics

### Guided learning hours
It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
STL26 Support numeracy development

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

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

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

- introducing follow-on tasks to reinforce and extend learning, e.g. problem-solving tasks, mathematical games, puzzles

Numeracy skills covers the skills needed to use and apply mathematics including:
- counting and understanding number
- knowing and using number facts
- calculating
- understanding shape
- measuring
- handling data

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

## STL38 Support numeracy development

Learning outcomes and assessment criteria

### Outcome 1 Understand current national and organisational frameworks for mathematics

The learner can:

1 explain the aims and importance of learning provision for numeracy development
2 summarise the national curriculum framework for mathematics including age-related expectations of learners as relevant to the setting
3 summarise the organisation's policy and curriculum framework for mathematics
4 explain the teacher's programme and plans for mathematics teaching and learning

### Outcome 2 Support learners in developing numeracy skills

The learner can:

1 use a range of strategies for supporting learners to develop numeracy skills
2 select and use support strategies to meet the individual needs and learning targets of learners

### Outcome 3 Support learners in using and applying mathematics

The learner can:

1 use a range of strategies for supporting learners to use and apply mathematics to solve problems
2 select and use support strategies to meet the individual needs and learning targets of learners
3 encourage learners to pursue their own lines of enquiry and find their own solutions to mathematical problems

# STL39

## Support teaching and learning in a curriculum area

## STL39 Support teaching and learning in a curriculum area

**Level: 3**

**Credit value: 3**

### Unit aim
This unit provides the knowledge, understanding and skills to support teaching and learning in a curriculum area. This includes developing and using subject knowledge and skills to support teaching and learning.

### Learning outcomes
There are **three** learning outcomes to this unit. The learner will:

1 Use subject knowledge to support teaching and learning in a curriculum area
2 Develop own subject knowledge
3 Contribute to developing teaching and learning in a curriculum area

### Guided learning hours
It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
STL28 Support teaching and learning in a subject area

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

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

Opportunities to improve own subject knowledge and skills: e.g.;
- research
- observing lessons
- school-based development opportunities
- external development programmes
- journals and reports

## STL39 Support teaching and learning in a curriculum area

Learning outcomes and assessment criteria

### Outcome 1 Use subject knowledge to support teaching and learning in a curriculum area

The learner can:

1 explain the aims of learning provision in a curriculum area
2 summarise the relevant school curriculum and age-related expectations of learners in the curriculum area
3 explain the relationship between the role of the teacher and own role in supporting teaching and learning in the curriculum area
4 use own subject knowledge to:
   - contribute to the planning, delivery and evaluation of learning activities or lessons
   - support learners in developing knowledge, understanding and skills in the curriculum area
   - help learners address errors or misconceptions in understanding the principles and concepts of the subject area

### Outcome 2 Develop own subject knowledge

The learner can:

1 carry out a realistic self-evaluation of own subject knowledge and skills
2 use feedback from teachers and others to identify any subject knowledge and skills that would help improve the support provided for teaching and learning in the curriculum area
3 identify and use opportunities to improve own subject knowledge and skills
4 demonstrate how new subject knowledge and skills have been incorporated into own practice

### Outcome 3 Contribute to developing teaching and learning in a curriculum area

The learner can:

1 monitor advances in knowledge and practice relevant to the curriculum area to a sufficient level to keep abreast of developments
2 use evidence of own and others' work to reflect on the effectiveness of support for teaching and learning in the curriculum area
3 make suggestions for improving support for teaching and learning in the curriculum area
4 share subject knowledge and expertise with colleagues to improve teaching and learning in the curriculum area

# STL40

## Support delivery of the 14 – 19 curriculum

## STL40 Support delivery of the 14 - 19 curriculum

**Level: 3**

**Credit value: 3**

### Unit aim
This unit provides the knowledge, understanding and skills to support delivery of the 14 to 19 curriculum. It involves understanding education and training provision for 14 to 19 years olds, providing learning support appropriate to this age range, and working collaboratively to support planning, delivery and review of education and training for 14 to 19 year olds.

### Learning outcomes
There are **three** learning outcomes to this unit. The learner will:

1 Understand educational policy and practice for the education and training of 14 to 19 year olds
2 Support teaching and learning for 14 to 19 year olds
3 Work collaboratively to support delivery of the 14 to 19 curriculum

### Guided learning hours
It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
No clear links

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance
Areas of life include:
- work
- social
- personal
- home
- education

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

## STL40 Support delivery of the 14 - 19 curriculum

Learning outcomes and assessment criteria

### Outcome 1 Understand educational policy and practice for the education and training of 14 to 19 year olds

The learner can:

1 summarise current provision for 14 to 19 year olds in the compulsory and post compulsory education sectors
2 explain the relationship between the compulsory and post compulsory education sectors for 14 to 19 education and training
3 explain progression opportunities and routes for 14 to 19 year olds.

### Outcome 2 Support teaching and learning for 14 to 19 year olds

The learner can:

1 explain approaches to teaching and learning for 14 to 19 year old learners in the setting
2 select and demonstrate learning support strategies to meet the needs of 14 to 19 year old learners
3 select, develop and use learning resources to meet the needs of 14 to 19 year old learners
4 demonstrate ways of supporting 14 to 19 year old learners to transfer learning to other areas of life

### Outcome 3 Work collaboratively to support delivery of the 14 to 19 curriculum

The learner can:

1 explain the roles of different services and agencies in providing education and training for 14 to 19 year olds
2 explain the importance of effective team working with colleagues within and external to the
3 setting for promoting the achievement and well-being of 14 to 19 year old learners
4 demonstrate ways of contributing to collaborative and cross sector working for planning,
5 delivery and review of education and training for 14 to 19 year olds
5 use knowledge of the learners and curriculum to provide colleagues within and external to the
6 setting with feedback on the participation and progress of 14 to 19 year old learners with whom they work

# STL41

## Provide literacy and numeracy support

## STL41 Provide literacy and numeracy support

**Level: 3**

**Credit value: 3**

### Unit aim
This unit provides the knowledge, understanding and skills to provide literacy and numeracy support across the curriculum or within a subject or vocational area. This involves helping pupils to cope with the literacy and numeracy demands of learning activities designed to develop subject or vocational knowledge and skills, as well as using subject or vocational learning to develop and/or reinforce literacy and numeracy skills.

### Learning outcomes
There are **three** learning outcomes to this unit. The learner will:

1 Identify pupils' needs for literacy and numeracy support
2 Provide literacy support to help pupils to access the wider curriculum
3 Provide numeracy support to help pupils to access the wider curriculum

### Guided learning hours
It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
STL33 Provide literacy and numeracy support to enable pupils to access the wider curriculum

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

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

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

- encouraging pupils to engage in talk, discussion and oral rehearsal before completing reading and writing tasks
- specific reading or writing support, such as amanuensis, reader

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

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

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

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

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

## STL47 Provide literacy and numeracy support

Learning outcomes and assessment criteria

### Outcome 1 Identify pupils' needs for literacy and numeracy support

The learner can:

1 explain the importance of literacy and numeracy skills for accessing the wider curriculum
2 obtain and interpret information about pupils':
   - literacy and numeracy skills
   - learning targets
   - literacy and numeracy support needs
3 obtain and interpret information about:
   - the teaching and learning objectives of learning activities
   - the literacy and numeracy demands of learning activities

### Outcome 2 Provide literacy support to help pupils to access the wider curriculum

The learner can:

1 use knowledge of the individual needs of pupils to provide literacy support
2 identify and use opportunities provided by the learning activities to support development of pupils' literacy skills
3 deal with the challenges of the literacy demands of learning activities in ways that maintain pupils' confidence and self-esteem

### Outcome 3 Provide numeracy support to help pupils to access the wider curriculum

The learner can:

1 use knowledge of the individual needs of pupils to provide numeracy support
2 identify and use opportunities provided by the learning activities to support development of pupils' numeracy skills
3 deal with the challenges of the numeracy demands of learning activities in ways that maintain pupils' confidence and self-esteem

# STL42

## Support gifted and talented learners

## STL42 Support gifted and talented learners

**Level: 3**

**Credit value: 4**

### Unit aim
This unit provides the knowledge, understanding and skills to support gifted and talented learners. It requires demonstration of competence in supporting planning and delivery of learning programmes and activities to meet the personalised learning needs of learners. It also involves supporting learners to evaluate their learning strategies and achievements and plan future learning, and signposting learners to other opportunities for developing their particular gifts or talents.

### Learning outcomes
There are **three** learning outcomes to this unit. The learner will:

1 Understand the needs of gifted and talented learners
2 Contribute to planning learning programmes for gifted and talented learners
3 Support learning activities for gifted and talented learners

### Guided learning hours
It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
STL34 Support gifted and talented pupils

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

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

Others: people within and outside the setting who can help in identifying gifted and talented learners and acceleration, extension and enrichment activities appropriate to their needs and abilities, e.g.:
- learners and their families
- subject specialists in the setting
- subject specialists from the next stage of education e.g. secondary or FE/HE
- local business people
- undergraduate and postgraduate students

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

Extension: involves working in greater depth, with increasing complexity, subtlety or abstraction.

Enrichment: is about applying skills and understanding to a wider range of problems, including unfamiliar contexts, and bringing together different strands of the subject or curriculum area.

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

Strategies for ensuring the active participation of gifted and talented learners in learning activities, such as:

- providing information, guidance and support
- using challenging questions to extend learners’ thinking and engagement with the learning
- process
- providing opportunities for learners to negotiate learning objectives
- encouraging learners to make decisions about the methods they will use to achieve learning
- objectives
- encouraging learners to collaborate in achieving learning objectives
- encouraging learners to reflect on what they have achieved and what they could do next

Other opportunities for developing particular gifts or talents: e.g.;

- extra-curricular activities provided by the setting
- community-based activities
- local, regional and national clubs and interest groups

## STL42 Support gifted and talented learners

Learning outcomes and assessment criteria

### Outcome 1 Understand the needs of gifted and talented learners

The learner can:

1 explain the particular gifts or talents of learners in the setting
2 analyse the additional learning needs of gifted and talented learners in the setting
3 identify sources of support for gifted and talented pupils:
   - within the setting
   - outside of the setting

### Outcome 2 Contribute to planning learning programmes for gifted and talented learners

The learner can:

1 use knowledge of the learners and curriculum to contribute to planning learning programmes to meet the personalised learning needs of gifted and talented learners
2 work with others to identify acceleration, extension and enrichment activities to meet the needs of gifted and talented learners in the setting
3 develop learning activities based on the planned learning objectives to:
   - add breadth and depth
   - accelerate the pace of learning
   - develop higher order learning skills
   - promote independent learning
   - support reflection and self-evaluation
   - maintain learners' motivation and interest
4 select and prepare learning resources relevant to:
   - the learners' needs, interests and abilities
   - the enriched teaching and learning objectives

### Outcome 3 Support learning activities for gifted and talented learners

The learner can:

1 demonstrate a range of strategies for ensuring the active participation of gifted and talented learners in learning activities
2 work in partnership with learners to support the learning process
3 support learners in evaluating the extent to which the learning activities enabled them to meet their learning objectives
4 support learners to evaluate their learning strategies and achievements and plan future learning
5 provide information to learners about other opportunities for developing their particular gifts or talents

# EYMP5

## Support children’s speech, language and communication

## EYMP5 Support children's speech, language and communication

**Level: 3**

**Credit value: 4**

### Unit aim
This unit aims to provide a basis for understanding the importance of speech, language and communication for a child's overall development and explores the ways in which those working with children can support the development of speech, language and communication skills.

### Learning outcomes
There are **four** learning outcomes to this unit. The learner will:

1 Understand the importance of speech, language and communication for children's overall development
2 Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting
3 Provide support for the speech, language and communication development of the children in own setting
4 Contribute to maintaining a positive environment that supports speech, language and communication

### Guided learning hours
It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
Speech, language and communication framework
This unit covers, or links to competences from the SLCF

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance
Learning outcomes 3 and 4 must be assessed in a real work environment. The unit needs to be assessed in line with the SfC RQF Assessment Principles.

## EYMP5 Support children's speech, language and communication

Learning outcomes and assessment criteria

### Outcome 1 Understand the importance of speech, language and communication for children's overall development

The learner can:

1 explain each of the terms:
- speech
- language
- communication
- speech, language and communication needs

2 explain how speech, language and communication skills support each of the following areas in children's development:
- learning
- emotional
- behaviour
- social

3 describe the potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term

### Outcome 2 Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting

The learner can:

1 explain the ways in which adults can effectively support and extend the speech, language and communication development of children during the early years

2 explain the relevant positive effects of adult support for the children and their carers

3 explain how levels of speech and language development vary between children entering early years provision and need to be taken into account during settling in and planning

### Outcome 3 Provide support for the speech, language and communication development of the children in own setting

The learner can:

1 demonstrate methods of providing support taking into account the:
- age
- specific needs
- abilities
- home language where this is different to that of setting
- interests of the children in own setting

2 demonstrate how day to day activities within the setting can be used to encourage speech, language and communication development in young children

3 demonstrate in own practice how to work with children to develop speech, language and communication in:
- 1:1 basis
- groups

4 evaluate the effectiveness of speech, language and communication support for children in own setting

## Outcome 4 Contribute to maintaining a positive environment that supports speech, language and communication

The learner can:

1 explain the importance of the environment in supporting speech, language and communication development
2 review evidence about the key factors that provide a supportive speech, language and communication environment
3 demonstrate how settings use the environment to provide effective support for speech, language and communication for all children

## 7.4 Group C – optional units (English as an additional language)

# STL43

## Support bilingual learners

## STL43 Support bilingual learners

**Level: 3**

**Credit value: 4**

### Unit aim
This unit provides the knowledge and skills to support bilingual learners. It is suitable for those who provide support for English as an additional language (EAL), or Welsh or Gaeilge as a second language. The unit requires competence in supporting bilingual learners in language development and learning in the appropriate second or additional language.

### Learning outcomes
There are **three** learning outcomes to this unit. The learner will:

1 Interact with bilingual learners
2 Support bilingual learners to develop skills in the target language
3 Support bilingual learners to access the curriculum

### Guided learning hours
It is recommended that **23** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
STL35 Support bilingual/ multilingual pupils

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

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

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

Teaching, learning and assessment methods: to support the learning and language development of bilingual learners e.g.;
- allowing time for learners to adjust and become familiar with the structure and pace of lessons
- ensuring learning objectives are explained clearly through visual supports
- introducing, explaining and illustrating key vocabulary related to subject content
- providing key visuals and displays that illustrate the process of tasks and the steps to take
- scaffolding writing tasks

- scaffolding oracy
- modelling oral and written language to support acquisition
- using ICT programs to support language skills and to reinforce learning
- integrating speaking, listening, reading and writing in the target language
- reinforcing language learning and understanding through repetition, highlighting vocabulary learnt, summarising and recording what has been learnt and creating opportunities to revisit key concepts through questioning
- encouraging learner responses and promoting interaction using different forms of questioning
- using culturally accessible learning materials
- differentiating learning tasks including homework
- using peer support to promote thinking and talking in first languages to support understanding

## STL43 Support bilingual learners

Learning outcomes and assessment criteria

### Outcome 1 Interact with bilingual learners

The learner can:

1 interact with bilingual learners in a way that:
- demonstrates respect for their first or home language(s), values, culture and beliefs
- shows sensitivity to individual needs
- reinforces positive self-images for the learners

2 use language and vocabulary which is appropriate to the learner's age, level of understanding and proficiency in the target language

### Outcome 2 Support bilingual learners to develop skills in the target language

The learner can:

1 summarise the organisation's policy and procedures for supporting bilingual learners

2 summarise theories of first language acquisition and additional language acquisition and learning

3 use knowledge of language acquisition theories and the needs and interests of individual learners to support learning and development of the target language

3 demonstrate ways of introducing learners to new words and language structures to extend their vocabulary and structural command of the target language

### Outcome 3 Support bilingual learners to access the curriculum

The learner can:

1 develop learning resources to meet the needs of bilingual learners

2 demonstrate teaching, learning and assessment methods to support the learning and language development of individual learners

3 deal with the challenges of the language demands of learning activities in ways that maintain the learner's confidence and self-esteem

4 encourage learners to become increasingly independent in their learning

5 provide feedback to the teacher on the learner's participation and progress in relation to:
- the learning activities
- language development
- subject knowledge, understanding and skills

# STL44

## Provide bilingual support for teaching and learning

## STL44 Provide bilingual support for teaching and learning

**Level: 3**

**Credit value: 6**

### Unit aim
This unit provides the knowledge and skills needed to provide bilingual support for learners and their families whose first or dominant language is different to that used to deliver the curriculum. It is suitable for those who provide support for English as an additional language (EAL), or Welsh or Gaeilge as a second language. The unit involves using both the first and target language to support assessment and learning. It also involves supporting communication with families of bilingual learners.

### Learning outcomes
There are **four** learning outcomes to this unit. The learner will:

1 Contribute to assessment of bilingual learners
2 Provide bilingual support for learners
3 Support communication with families of bilingual learners
4 Contribute to reviews of communication with families of bilingual learners

### Guided learning hours
It is recommended that **32** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
STL36 Provide bilingual/multilingual support for teaching and learning

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance
Initial assessment: provides the necessary information for the careful planning of learning activities needed for newly arrived learners including;
- first language and ethnic background
- fluency in English
- previous educational experience and achievements
- wider needs such as a learner's home situation

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

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

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

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

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

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

Personalised learning: maintaining a focus on individual progress, in order to maximise the capacity of all children and young people to learn, achieve and participate. This means supporting and challenging each learner to achieve national standards and gain the skills they need to thrive and succeed throughout their lives. 'Personalised learning' is not about individual lesson plans or individualisation, where children are taught separately, largely through a one-to-one approach.

Bilingual support strategies: e.g.;

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

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

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

Communication: includes verbal, non-verbal, informal and formal

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

- language and cultural differences
- sensory impairment
- speech, language or communication impairment
- cognitive abilities
- emotional state

## STL44 Provide bilingual support for teaching and learning

Learning outcomes and assessment criteria

### Outcome 1 Contribute to assessment of bilingual learners

The learner can:

1 carry out an initial assessment of bilingual learners, under the direction of a teacher, using learners' preferred language
2 work with relevant people to assess the experience, capabilities and learning style of bilingual learners in relation to the planned learning programme
3 explain why a specialist assessment may be required and the setting's procedures for arranging this
4 provide feedback to learners and relevant people on the outcome of the assessment and the implications for meeting the learning, language development and wellbeing needs of the learner
5 provide information and support to relevant people to help them in meeting the learning, language development and wellbeing needs of the learner

### Outcome 2 Provide bilingual support for learners

The learner can:

1 use learners' preferred language to introduce and settle them in to the learning environment and routines of the setting
3 work with relevant people to identify learning activities that promote personalised learning including development of learners' language skills
4 select and use bilingual support strategies to meet the needs of individual learners
5 provide good role models of both the first and target language for learners
6 use learners' first language to draw on their previous knowledge and experience to support further learning
7 maintain and develop learners' first language in learning contexts to enable them to draw effectively on their whole language repertoire for learning

### Outcome 3 Support communication with families of bilingual learners

The learner can:

1 interact with families of bilingual learners in a way that:
   - demonstrates a non-judgemental attitude
   - values diversity
   - recognises cultural, religious and ethnic differences
   - promotes trust
2 provide accessible information to families as agreed by the setting
3 encourage families to share information about their child to support the setting in providing for his/her wellbeing and education
4 accurately record any information provided by families and the communication methods used, and pass this information to the relevant person/people in the setting without delay

### Outcome 4 Contribute to reviews of communication with families of bilingual learners

The learner can:

1 consult relevant people about the effectiveness of communication with families of bilingual learners
2 use knowledge of communication with families of bilingual learners to contribute to reviews of communication methods
3 identify any communication difficulties or issues arising as a result of communication differences
4 work with relevant people to resolve any communication difficulties or issues

## 7.5 Group D (Special educational needs units)

# STL45

## Support disabled children and young people and those with special educational needs

## STL45 Support disabled children and young people and those with special educational needs

**Level: 3**

**Credit value: 5**

### Unit aim
This unit provides the knowledge, understanding and skills to support disabled children and young people and those with special educational needs. It covers understanding the rights and needs of disabled children and young people and those with special educational needs; supporting inclusion and participation; and helping others to respond to the needs of disabled children and young people and those with special educational needs.

### Learning outcomes
There are **five** learning outcomes to this unit. The learner will:

1 Understand the rights of disabled children and young people and those with special educational needs
2 Understand the disabilities and/or special educational needs of children and young people in own care
3 Support the inclusion of disabled children and young people and those with special educational needs
4 Support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences
5 Support others to respond to the needs of disabled children and young people and those with special educational needs

### Guided learning hours
It is recommended that **24** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
CCLD 321 (STL38) Support children with disabilities or special educational needs

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance
Disabled: The Equality Act 2010 defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities.

Special educational needs: children and young people with special educational needs learn differently from most children or young people of the same age. These children and young people may need extra or different help from that given to other children and young people.
Special provision: provision which is additional to, or otherwise different from, the provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area.

Obtain information about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs from:

- the children and young people themselves
- family members
- colleagues within the setting
- external support agencies
- individual plans

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

Others: according to own role such as.;

- family members
- colleagues within the setting
- professionals external to the setting

Participation involves: asking children and young people what works, what doesn't work and what could work better; and involving them in the design, delivery and evaluation of services, on an ongoing basis.

Equality of access: ensuring that discriminatory barriers to access are removed and allowing for children and young peoples' individual needs.

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

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

- the environment
- activities
- working practice
- resources

## STL45 Support disabled children and young people and those with special educational needs

Learning outcomes and assessment criteria

### Outcome 1 Understand the rights of disabled children and young people and those with special educational needs

The learner can:

1 summarise the legal entitlements of disabled children and young people and those with special educational needs
2 summarise the assessment and intervention frameworks for disabled children and young people and those with special educational needs
3 explain the importance of early recognition and intervention for disabled children and young people and those with special educational needs
4 explain the purpose of individual plans for disabled children and young people and those with special educational needs
5 explain the principles of working inclusively with disabled children and young people and those with special educational needs

### Outcome 2 Understand the disabilities and/or special educational needs of children and young people in own care

The learner can:

1 explain the relationship between disability and special educational needs
2 explain the nature of the particular disabilities and/or special educational needs of children and young people with whom they work
3 explain the special provision required by children and young people with whom they work
4 explain the expected pattern of development for disabled children and young people and those with special educational needs with whom they work

### Outcome 3 Support the inclusion of disabled children and young people and those with special educational needs

The learner can:

1 obtain information about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs with whom they work
2 identify barriers to participation for disabled children and young people and those with special educational needs with whom they work
3 use knowledge of individual children and young people to remove barriers to participation
4 involve and consult children, young people and others at each stage of determining the steps that have to be taken to support participation and equality of access
5 demonstrate ways of supporting inclusion and inclusive practices in own work with disabled children and young people and those with special educational needs

### Outcome 4 Support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences

The learner can:

1 identify and implement adaptations that can be made to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences provided by the setting
2 support children and young people to use specialist aids and equipment as necessary to enable them to participate in activities and experiences
3 demonstrate ways of supporting participation and equality of access for disabled children and young people and those with special educational needs

## Outcome 5 Support others to respond to the needs of disabled children and young people and those with special educational needs

The learner can:

1 encourage and support others to participate in observing and identifying the needs, capabilities and interests of disabled children and young people and those with special educational needs
2 encourage and support others to participate in activities with disabled children and young people and those with special educational needs
3 work in partnership with children, young people and others to review and improve activities and experiences provided for disabled children and young people and those with special educational needs

# STL46

## Support children and young people with behaviour, emotional and social development needs

## STL46 Support children and young people with behaviour, emotional and social development needs

**Level: 3**

**Credit value: 4**

### Unit aim
This unit provides the understanding, knowledge and skills to support children and young people with behaviour, emotional and social development needs. This involves understanding the influences impacting on behaviour, emotional and social development of children and young people and supporting them to develop emotional and social skills, self-reliance and self-esteem. Working with others, including children, young people and other adults, to support behaviour management is also covered by this unit.

### Learning outcomes
There are **five** learning outcomes to this unit. The learner will:

1 Understand the influences impacting on the behaviour, emotional and social development of children and young people
2 Understand the special educational needs of children and young people with behaviour, emotional and social development needs
3 Support the behaviour management of children and young people with behaviour, emotional and social development needs
4 Support children and young people with behaviour, emotional and social development needs to develop relationships with others
5 Support children and young people with behaviour, emotional and social development needs to develop self-reliance and self-esteem

### Guided learning hours
It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
STL41 Support pupils with behaviour, emotional and social development needs

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance

Children and young people with behaviour, emotional and social development needs: include those;

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

Others: according to own role such as;

- family members
- teachers
- other adults in the setting
- professionals external to the setting e.g.; educational psychologist

Inappropriate behaviour: is behaviour which conflicts with the accepted values and beliefs of the setting and society. Inappropriate behaviour may be demonstrated through speech, writing, nonverbal behaviour or physical abuse.

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

- exercising choice
- decision making
- problem solving
- self expression
- general life skills

## STL46 Support children and young people with behaviour, emotional and social development needs

Learning outcomes and assessment criteria

### Outcome 1 Understand the influences impacting on the behaviour, emotional and social development of children and young people

The learner can:

1 explain how aspects of upbringing, home circumstances, and physical and emotional health of children and young people could affect their ability to relate to others
2 explain the impact of any negative or traumatic home experiences of children and young people on their behaviour and emotional responsiveness
3 explain how psychological and psychiatric disorders affecting children and young people may impact on the way in which they relate to others
4 explain how medication taken by children and young people may impact on their cognitive and physical abilities, behaviour and emotional responsiveness.

### Outcome 2 Understand the special educational needs of children and young people with behaviour, emotional and social development needs

The learner can:

1 explain the particular behaviour, emotional and social development needs of children and young people in the setting
2 summarise the individual plans of children and young people with behaviour, emotional and social development needs with whom they work.

### Outcome 3 Support the behaviour management of children and young people with behaviour, emotional and social development needs

The learner can:

1 work with children, young people and others to identify and set behaviour goals and boundaries for children and young people with behaviour, emotional and social development needs
2 explain how goals and boundaries support children and young people to develop and consolidate social and emotional skills
3 provide support for children, young people and others to understand and apply goals and boundaries
4 work collaboratively with others to implement a positive, collegiate approach to the management of disaffection and challenging behaviour in children and young people
5 use knowledge of children and young people with behaviour, emotional and social development needs to contribute to the provision of safe and supportive opportunities to establish and sustain community-based rules and develop social interaction
6 demonstrate strategies for promoting positive behaviour and managing inappropriate behaviour of children and young people with behaviour, emotional and social development needs

### Outcome 4 Support children and young people with behaviour, emotional and social development needs to develop relationships with others

The learner can:

1 provide opportunities for children and young people with behaviour, emotional and social development needs to establish social contacts and relationships with others
2 demonstrate ways of encouraging cooperation between children and young people in ways which are commensurate to their age and stage of development
3 interact with children, young people and other adults in ways which provide a positive and consistent example of effective interpersonal relationships

4 demonstrate ways of responding to conflict situations and incidents of inappropriate behaviour with due consideration for own safety and that of others
5 demonstrate strategies for helping rebuild damaged emotional relationships between:
    - children and young people
    - children or young people and adults
6 demonstrate ways of supporting children and young people to review their social and emotional skills and the impact of these on others and themselves

### Outcome 5 Support children and young people with behaviour, emotional and social development needs to develop self-reliance and self-esteem

The learner can:
1 demonstrate ways of encouraging and supporting children and young people with behaviour, emotional and social development needs to:
    - communicate their feelings, needs and ideas
    - make their own decisions
    - accept responsibility for their actions
2 support children and young people to refocus on personal goals, boundaries and responsibilities following flashpoints where their self-control has been lost
3 provide opportunities for children and young people to develop self-management skills
4 demonstrate strategies for recognising and rewarding achievements and efforts towards self-reliance that are appropriate to children and young people's age, abilities and level of development

# STL47

## Support learners with cognition and learning needs

## STL47 Support learners with cognition and learning needs

**Level: 3**

**Credit value: 4**

### Unit aim
This unit provides the understanding, knowledge and skills to support learners with cognition and learning needs. This involves understanding the special educational needs of learners; supporting them during learning activities; and helping them to develop effective learning strategies.

### Learning outcomes
There are **three** learning outcomes to this unit. The learner will:

1. Understand the special educational needs of learners with cognition and learning needs
2. Support learners with cognition and learning needs during learning activities
3. Support learners with cognition and learning needs to develop learning strategies

### Guided learning hours
It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
STL40 Support pupils with cognition and learning needs

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance
Cognition and learning needs: needs in relation to the skills required by effective learners, including;
- language, memory and reasoning skills
- sequencing and organisational skills
- an understanding of number
- problem-solving and concept development skills
- fine and gross motor skills

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

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

Strategies for supporting learners with cognition and learning needs to actively participate in learning activities: such as;

- providing levels of individual attention, reassurance and help with learning tasks as appropriate to the learner's needs
- providing support as needed to enable the learner to follow instructions
- giving positive encouragement, feedback and praise to reinforce and sustain the learner's interest and efforts in the learning activities

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

Strategies for supporting learners with cognition and learning needs to develop learning strategies: such as;

- structuring the learning environment to facilitate the development of organisational and memory skills
- sequencing and structuring learning experiences so the learner develops organisational, information-processing and problem-solving skills
- using specific visual, auditory and tactile methods to help the learner understand the functional use of objects and gain information about the environment
- providing information, advice and opportunities for the learner to choose and make decisions about his/her own learning

## STL47 Support learners with cognition and learning needs

Learning outcomes and assessment criteria

### Outcome 1 Understand the special educational needs of learners with cognition and learning needs

The learner can:

1 explain how cognitive difficulties impact upon the development of language and communication, and vice versa, and how this affects learning
2 explain the significant differences between global learning difficulties which can affect all aspects of learning, and specific learning difficulties or language impairment which can exist as an anomaly in the overall pattern of a learner's abilities
3 explain the range of cognitive skills necessary for effective learning and the effects of single or multiple disabilities on functions such as perception, memory and information processing
4 explain the particular cognition and learning needs of learners in the setting and the implications of these for supporting different types of learning activities
5 summarise the individual plans of learners with cognition and learning needs with whom they work.

### Outcome 2 Support learners with cognition and learning needs during learning activities

The learner can:

1 explain the importance of active learning for learners with cognition and learning difficulties
2 select and modify learning resources to meet the needs of learners with cognition and learning needs
3 demonstrate a range of strategies for supporting learners with cognition and learning needs to actively participate in learning activities
4 demonstrate ways of modifying learning activities to achieve incremental and lateral progression towards the intended learning outcomes for learners who are making extremely slow progress.

### Outcome 3 Support learners with cognition and learning needs to develop learning strategies

The learner can:

1 demonstrate a range of strategies for supporting learners with cognition and learning needs to develop learning strategies
2 demonstrate ways of promoting learners' self-esteem, self-confidence and self-help skills
3 demonstrate ways of encouraging learners with cognition and learning needs to take responsibility for their own learning
4 listen carefully to learners and positively encourage them to communicate their needs and ideas for future learning
5 support learners to review their learning strategies and plan how to improve them.

# STL48

## Support learners with communication and interaction needs

## STL48 Support learners with communication and interaction needs

**Level: 3**

**Credit value: 4**

### Unit aim
This unit provides the understanding, knowledge and skills to support learners with communication and interaction needs. This involves understanding the special educational needs of learners and demonstrating competence in supporting them during learning activities and interactions with others.

### Learning outcomes
There are **three** learning outcomes to this unit. The learner will:

1. Understand the special educational needs of learners with communication and interaction needs
2. Support learners with communication and interaction needs to maximise learning
3. Support learners with communication and interaction needs to develop relationships with others

### Guided learning hours
It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
STL39 Support pupils with communication and interaction needs

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance
Learners with communication and interaction needs: learners with severe and/or complex special educational needs arising from one or more of the following:
- speech and language delay, impairments or disorders
- specific learning difficulties, eg. dyslexia, dyspraxia
- autistic spectrum disorder
- permanent sensory or physical impairment including deaf-blindness, deafness and visual impairment
- moderate, severe or profound learning difficulties affecting their ability to communicate and
- interact with others

Mode of communication to reinforce spoken language such as visual, auditory, tactile and signing

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

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

Others: with whom learners interact in the setting such as;

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

## STL48 Support learners with communication and interaction needs

Learning outcomes and assessment criteria

### Outcome 1 Understand the special educational needs of learners with communication and interaction needs

The learner can:

1 explain the communication impairments and disorders of learners in the setting and the implications for language and communication development, social interaction and learning
2 explain the differences between normal patterns of communication and the specific or more unusual patterns of communication demonstrated by learners with significant developmental delay, impairment or those having some form of communication or language disorder
3 explain the interaction between delayed language acquisition, cognitive development and sensory deficit
4 explain the specific language, communication and interaction needs of learners in the setting
5 summarise the individual plans of learners with communication and interaction needs with whom they work.

### Outcome 2 Support learners with communication and interaction needs to maximise learning

The learner can:

1 demonstrate ways of supporting learners with communication and interaction needs to actively participate in learning tasks and activities
2 select and use the most appropriate mode of communication to reinforce spoken language
3 support learners to make effective use of augmented and alternative means of communication as appropriate to their needs
4 demonstrate ways of supporting learners' efforts to participate in learning tasks and activities
5 demonstrate ways of promoting learners' self-esteem and independence.

### Outcome 3 Support learners with communication and interaction needs to develop relationships with others

The learner can:

1 provide opportunities for learners with communication and interaction needs to initiate, respond to and maintain relationships with others
2 demonstrate ways of supporting learners to:
    - contribute to conversations and discussions with others
    - respond constructively to other people's contributions to conversations and discussions
3 provide encouragement and support to enable others to respond positively to learners with communication and interaction needs
4 respond to learners' level of expressive and receptive language to reinforce spoken language and promote autonomy.

# STL49

## Support learners with sensory and/or physical needs

## STL49 Support learners with sensory and/or physical needs

**Level: 3**

**Credit value: 4**

### Unit aim
This unit provides the understanding, knowledge and skills to support learners with sensory and/or physical needs. This involves understanding the rights and needs of learners, including their special educational needs, and demonstrating competence in supporting learners to participate in learning activities. It also requires competence in implementing structured programmes to address the particular needs of learners e.g. independence programmes or speech and language therapy.

### Learning outcomes
There are **four** learning outcomes to this unit. The learner will:

1. Understand the rights and needs of children and young people with physical, motor and/or sensory disabilities
2. Understand the special educational needs of learners with sensory and/or physical needs
3. Support learners with sensory and/or physical needs to maximise learning
4. Implement structured learning programmes for children and young people with sensory and/or physical needs

### Guided learning hours
It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
STL42 Support pupils with sensory and/or physical needs

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

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

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

Specialist equipment: equipment and learning aids which may be required by learners with sensory and/or physical needs, such as:

- auditory aids
- visual aids
- mobility aids
- brailling machines
- information and communication technology (ICT) hardware and software

Teaching and learning materials: the materials suitable for learners with sensory, multi-sensory or physical disabilities, e.g.:

- tactile diagrams
- Braille
- subtitled video or DVD material
- ICT hardware and software

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

## STL49 Support learners with sensory and/or physical needs

Learning outcomes and assessment criteria

### Outcome 1 Understand the rights and needs of children and young people with physical, motor and/or sensory disabilities

The learner can:

1 explain the effect of a primary disability on children and young people's social, emotional and physical development

2 explain the effect of:
- long-standing or progressive conditions
- chronic illness, pain and fatigue
- on the emotions, learning, behaviour and quality of life of children and young people

3 explain how medication taken by children and young people may impact on their cognitive and

4 physical abilities, behaviour and emotional responsiveness

### Outcome 2 Understand the special educational needs of learners with sensory and/or physical needs

The learner can:

1 explain the nature and level of sensory and/or physical needs of learners in the setting

2 summarise the individual plans of learners with sensory and/or physical needs with whom they work

3 explain the roles and responsibilities of others who contribute to the support of learners with sensory and/or physical needs

4 explain the sorts of specialist equipment and technology used by learners with whom they work and how it helps overcome or reduce the impact of sensory or physical impairment

5 explain the importance of making optimal use of learners' residual sensory and physical functions.

### Outcome 3 Support learners with sensory and/or physical needs to maximise learning

The learner can:

1 adapt the layout of the learning environment and the equipment used to enable learners with sensory and/or physical needs to access and maximise learning opportunities

2 select, develop and use teaching and learning materials in the appropriate medium as required by learners with sensory and/or physical needs

3 demonstrate ways of supporting learners with sensory and/or physical needs to actively participate in learning activities as appropriate to their level of development, physical abilities and any medical conditions

4 demonstrate ways of using and helping learners to use any specialist equipment to maintain their comfort and maximise participation in learning activities

5 demonstrate ways of promoting learners' self-esteem and independence.

### Outcome 4 Implement structured learning programmes for children and young people with sensory and/or physical needs

The learner can:

1 use knowledge of individual children and young people to contribute to planning structured learning programmes

2 work with children, young people and others to plan delivery of structured learning programmes to:
- minimise distractions

- minimise disruptions to normal routines and schedules
- take place at a time when children and young people are most receptive and will receive maximum benefit

3 explain the importance of being responsive and flexible in implementing structured activities for learners with sensory and/or physical needs
4 implement structured activities as agreed with children, young people and others to meet the needs of learners with sensory and/or physical needs.

# HSC2015

## Support individuals to meet personal care needs

## HSC2015 Support individuals to meet personal care needs

**Level: 3**

**Credit value: 2**

### Unit aim
This unit is aimed at those working in a wide range of settings. It provides the knowledge and skills needed to support individuals to meet personal care needs. It covers support the individual to use toilet facilities, maintain personal hygiene and manage their personal appearance.

### Learning outcomes
There are **six** learning outcomes to this unit. The learner will:

1. Work with individuals to identify their needs and preferences in relation to personal care
2. Provide support for personal care safely
3. Support individuals to use the toilet
4. Support individuals to maintain personal hygiene
5. Support individuals to manage their personal appearance
6. Monitor and report on support for personal care

### Guided learning hours
It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
HSC218 Support individuals with their personal care

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance
This unit must be assessed in accordance with the SfC RQF Assessment Principles.

## HSC2015 Support individuals to meet personal care needs

Learning outcomes and assessment criteria

### Outcome 1 Work with individuals to identify their needs and preferences in relation to personal care

The learner can:

1 encourage an individual to communicate their needs, preferences and personal beliefs affecting their personal care
2 establish the level and type of support and individual needs for personal care
3 agree with the individual how privacy will be maintained during personal care

### Outcome 2 Provide support for personal care safely

The learner can:

1 support the individual to understand the reasons for hygiene and safety precautions
2 use protective equipment, protective clothing and hygiene techniques to minimise the risk of infection
3 explain how to report concerns about the safety and hygiene of equipment or facilities used for personal care
4 describe ways to ensure the individual can summon help when alone during personal care ensure safe disposal of waste materials.

### Outcome 3 Support individuals to use the toilet

The learner can:

1 provide support for the individual to use toilet facilities in ways that respect dignity
2 support individual to make themselves clean and tidy after using toilet facilities.

### Outcome 4 Support individuals to maintain personal hygiene

The learner can:

1 ensure room and water temperatures meet individual needs and preferences for washing, bathing and mouth care
2 ensure toiletries, materials and equipment are within reach of the individual
3 provide support to carry out personal hygiene activities in ways that maintain comfort, respect dignity and promote active participation.

### Outcome 5 Support individuals to manage their personal appearance

The learner can:

1 provide support to enable individual to manage their personal appearance in ways that respect dignity and promote active participation
2 encourage the individual to keep their clothing and personal care items clean, safe and secure.

### Outcome 6 Monitor and report on support for personal care

The learner can:

1 seek feedback from the individual and others on how well support for personal care meets the individual's needs and preferences
2 monitor personal care functions and activities in agreed ways
3 record and report on an individual's personal care in agreed ways.

## 7.6 Group E (Providing pastoral units)

# STL50

## Support children and young people during transitions in their lives

## STL50 Support children and young people during transitions in their lives

**Level: 3**

**Credit value: 4**

### Unit aim
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. Integrated working to support children and young people through transitions is an important aspect of this unit.

### Learning outcomes
There are **four** learning outcomes to this unit. The learner will:

1. Understand the range and impact of transitions that children and young people may experience
2. Recognise and respond to transitions in children and young people's lives
3. Work with others to plan integrated support for children and young people going through transitions
4. Support children and young people to manage transitions in their lives

### Guided learning hours
It is recommended that **18** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
STL49 Support children and young people during transitions in their lives
Common core of skills and knowledge for the children's workforce

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

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

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

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

Referral routes:
- within the setting
- to other agencies

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

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

## STL50 Support children and young people during transitions in their lives

Learning outcomes and assessment criteria

### Outcome 1 Understand the range and impact of transitions that children and young people may experience

The learner can:

1 explain the different types of transitions that children and young people may experience
2 explain patterns of transition from childhood to adulthood
3 explain how different types of transitions may affect a child or young person
4 explain how a child or young person's approach to transitions may be affected by their:
   - culture
   - religion
   - personal beliefs
   - gender
   - stage of development
   - previous experiences
5 explain how transitions may affect children and young people most at risk of exclusion or underachievement
6 explain why children and young people with disabilities or special educational needs may need additional support to manage transitions.

### Outcome 2 Recognise and respond to transitions in children and young people's lives

The learner can:

1 explain with examples the signs and indications that a child or young person is experiencing a transition in their life
2 provide opportunities for children and young people to explore and discuss significant events and experiences that may impact on them
3 identify signs of concern or distress in children or young people which may relate to a transitional experience
4 recognise and take account of any signs of change in the attitude and behaviour of individual children or young people
5 share information and concerns about children or young people with the appropriate person or agency according to the procedures of the setting.

### Outcome 3 Work with others to plan integrated support for children and young people going through transitions

The learner can:

1 explain the support available for children and young people going through transitions
2 explain the legal frameworks, organisational procedures, and referral routes to ensure integrated working for children and young people going through transition
3 use knowledge of individual children and young people to contribute to planning how to support them in managing transition
4 comply with legal, organisational and ethical requirements relating to the exchange of information
5 demonstrate respect for the role and expertise of other professionals in planning support for children and young people going through transitions.

### Outcome 4 Support children and young people to manage transitions in their lives

The learner can:

1 work within the boundaries and protocols that govern own role in supporting children or young people through transitions
2 demonstrate ways of supporting children and young people to manage transitions in their lives

3 provide support in a timely way to help children and young people to manage transitions and reach positive outcomes
4 support children and young people to recognise and build on their strengths to manage change positively
5 provide opportunities for children and young people to discuss the effects and results of transition
6 explain when and how to refer children and young people to others within the setting or in other agencies should further support be necessary

# CYPOP10

## Develop interviewing skills for work with children and young people

## CYPOP10 Develop interviewing skills for work with children and young people

**Level: 3**

**Credit value: 3**

### Unit aim
This unit aims to provide the learner with the skills and knowledge to enable them to conduct effective interviews with children and young people in the context of supporting their learning and development.

### Learning outcomes
There are **three** learning outcomes to this unit. The learner will:

1. Understand the process of preparing for and planning the interviews
2. Conduct the interview with individual children or young people
3. Implement interview follow up procedures

### Guided learning hours
It is recommended that **21** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
ENTO R7: Conduct interviews to support the recruitment process
ENTO AG2: Support clients to make use of the advice and guidance service

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance
This unit need to be assessed in line with the SfC RQF Assessment Principles.

## CYPOP10 Develop interviewing skills for work with children and young people

Learning outcomes and assessment criteria

### Outcome 1 Understand the process of preparing for and planning the interviews

The learner can:

1 identify why it is important to plan for the interview
2 explain the components of the interview planning process.

### Outcome 2 Conduct the interview with individual children or young people

The learner can:

1 use appropriate communication skills to encourage the participation of and engagement with the child or young person
2 provide any relevant information about the interview to the child or young person
3 conduct the interview to achieve the desired outcomes
4 record the details of the interview according to confidentiality and information sharing protocols.

### Outcome 3 Implement interview follow up procedures

The learner can:

1 identify the interview follow up procedures
2 implement interview follow up procedures.

# CYPOP44

## Facilitate the learning and development of children and young people through mentoring

## CYPOP44 Facilitate the learning and development of children and young people through mentoring

**Level: 3**

**Credit value: 4**

### Unit aim
This unit describes the skills and knowledge required to identify the learning and development needs of children and young people and help them express their goals and aspirations. It also describes the application of those skills and knowledge to the practice of mentoring individual children or young people to enable them to achieve identified and agreed outcomes. Reviewing the effectiveness of the mentoring process is also an important outcome of the unit.

### Learning outcomes
There are **four** learning outcomes to this unit. The learner will:

1 Understand how to facilitate the learning and development needs of children and young people through mentoring
2 Support children and young people to address their individual learning and development needs
3 Promote the well being, resilience and achievement of individual children and young people through mentoring
4 Review the effectiveness of the mentoring process

### Guided learning hours
It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
CCLD 311: Facilitate individual learning and development through mentoring

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance
This unit need to be assessed in line with the SfC RQF Assessment Principles.

## CYPOP44 Facilitate the learning and development of children and young people through mentoring

Learning outcomes and assessment criteria

### Outcome 1 Understand how to facilitate the learning and development needs of children and young people through mentoring

The learner can:

1 explain the interpersonal and communication skills required to facilitate the learning and development needs of children and young people
2 explain how different learning styles and methods impact on the learning and development of children and young people.

### Outcome 2 Support children and young people to address their individual learning and development needs

The learner can:

1 support children or young people to express their goals and aspirations
2 support children or young people to identify ways of removing barriers to achievement
3 develop an action plan to address individual learning and development needs of children or young people.

### Outcome 3 Promote the well being, resilience and achievement of individual children and young people through mentoring

The learner can:

1 explain the importance of promoting the wellbeing, resilience and achievement of children and young people through mentoring
2 demonstrate mentoring strategies and activities with children or young people that support their well being and resilience.

### Outcome 4 Review the effectiveness of the mentoring process

The learner can:

1 assess the progress of individual children or young people against their action plans, suggesting improvements
2 evaluate the effectiveness of the mentoring process in facilitating the learning and development of the individual children or young people.

# CYPOP43

## Improving the attendance of children and young people in statutory education

## CYPOP43 Improving the attendance of children and young people in statutory education

**Level: 3**

**Credit value: 5**

### Unit aim
This unit is about improving attendance of children and young people in statutory education. It is suitable for those in educational welfare services but could also be suitable for other contexts.

### Learning outcomes
There are **four** learning outcomes to this unit. The learner will:

1. Understand the factors that impact on the attendance of children and young people in statutory education
2. Understand the role of individuals and agencies in improving attendance of children and young people in statutory education
3. Use attendance data to inform strategies and plans to improve attendance of children and young people in statutory education
4. Support work with children, young people and families to improve attendance according to role and responsibilities

### Guided learning hours
It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
LDSS NOS Unit: 307: Contribute to improving attendance

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance
Learning outcomes 3 and 4 need to be assessed in a real-work environment. This unit need to be assessed in line with the SfC RQF Assessment Principles.

## CYPOP43 Improving the attendance of children and young people in statutory education

Learning outcomes and assessment criteria

### Outcome 1 Understand the factors that impact on the attendance of children and young people in statutory education

The learner can:

1 explain the factors that can affect the attendance of children and young people in statutory education
2 explain how the factors that affect attendance of children and young people in statutory education can be minimised.

### Outcome 2 Understand the role of individuals and agencies in improving attendance of children and young people in statutory education

The learner can:

1 evaluate the role of different agencies in improving the attendance of children and young people in statutory education
2 explain the role of key individuals in improving whole school attendance
3 explain strategies that can be used to improve the attendance of individual children and young people and whole school attendance.

### Outcome 3 Use attendance data to inform strategies and plans to improve attendance of children and young people in statutory education

The learner can:

1 obtain data on attendance of children and young people in statutory education
2 analyse data to identify patterns of attendance of children and young people in statutory education
3 store data records in compliance with all organisational and legislative requirements
4 use data to contribute to the development of strategies and plans to improve attendance and reduce persistent absence.

### Outcome 4 Support work with children, young people and families to improve attendance according to role and responsibilities

The learner can:

1 support engagement with children, young people and their families to address attendance issues
2 demonstrate in own practice ability to support planning and monitoring activities to improve attendance
3 liaise effectively with other agencies to improve attendance of children and young people in statutory education.

# SCMP2

## Promote the well being and resilience of children and young people

## SCMP2 Promote the well being and resilience of children and young people

**Level: 3**

**Credit value: 4**

### Unit aim
This unit provides the basis of knowledge, understanding and competence to support children and young people to be well and happy and to face the challenges they will encounter. It includes the promotion of health as well as promoting self esteem and supporting children to recognise and value who they are.

### Learning outcomes
There are **four** learning outcomes to this unit. The learner will:

1. Understand the importance of promoting positive well being and resilience of children and young people
2. Understand how to support the development of children and young people's social and emotional identify and self esteem in line with their age and level of understanding
3. Provide children and young people with a positive outlook on their lives
4. Respond to the health needs of children and young people

### Guided learning hours
It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
HSC NOS Units 34 and 313
CCLD NOS Units 307 and 308
Professional practice in residential child care standards: 1.5, 2.2, 2.3 and 4.3
Training support and development standards for foster care: 3.3 and 5.2

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance
Learning outcomes 3 and 4 need to be assessed in a real-work environment. This unit need to be assessed in line with the SfC RQF Assessment Principles.

## SCMP2 Promote the well being and resilience of children and young people

Learning outcomes and assessment criteria

### Outcome 1 Understand the importance of promoting positive well being and resilience of children and young people

The learner can:

1 explain the factors that influence the well being of children and young people
2 explain the importance of resilience for children and young people
3 analyse effective ways of promoting well being and resilience in the work setting
4 describe ways of working with carers to promote well being and resilience in children and young people

### Outcome 2 Understand how to support the development of children and young people's social and emotional identify and self esteem in line with their age and level of understanding

The learner can:

1 explain why social and emotional identity are important to the well being and resilience of children and young people
2 explain how to support children and young people to identify with their own self image and identity
3 demonstrate how to encourage children and young people to recognise and value their own abilities, talents and achievements
4 demonstrate how to support children and young people to be involved in decisions and have as much control as possible over their lives
5 explain how goals and targets identified as part of the planning process contribute towards building the self esteem of children or young people.

### Outcome 3 Provide children and young people with a positive outlook on their lives

The learner can:

1 demonstrate work with children or young people in a manner that is open, trustworthy, respectful and reliable
2 explain how a solution focused approach will encourage children and young people to have a positive outlook on their lives
3 support and encourage children and young people to respond positively to challenges and disappointments
4 demonstrate ways to encourage and support children and young people to express their feelings, views and hopes
5 support children and young people to reflect on the impact of their own actions and behaviour.

### Outcome 4 Respond to the health needs of children and young people

The learner can:

1 support children and young people to recognise, value and meet their health needs as appropriate to their age and level of understanding
2 encourage children and young people to make positive choices about all of their health needs
3 assess any risks or concerns to the health and well being of children and young people and take appropriate action
4 explain the importance of informing relevant people when there are concerns about a child or young person's health or well being
5 record concerns about a child or young person's health or well being following recognised procedures.

# CYPOP9

## Provide information and advice to young people

## CYPOP9 Provide information and advice to young people

**Level: 3**

**Credit value: 3**

### Unit aim
This unit aims to provide the learner with the skills and knowledge to enable them to provide accurate, up to date and impartial information and advice to children and young people, to enable them to make an informed choice about their future.

### Learning outcomes
There are **three** learning outcomes to this unit. The learner will:

1. Understand the role of practitioners in providing information and advice to children and young people
2. Establish and address the information and advice needs of children and young people
3. Provide children and young people with appropriate information and advice to enable them to make informed choices

### Guided learning hours
It is recommended that **22** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
ENTO Unit: AG2: Support clients to make use of the advice and guidance service

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance
Learning outcomes 2 and 3 need to be assessed in a real-work environment. This unit need to be assessed in line with the SfC RQF Assessment Principles.

## CYPOP9 Provide information and advice to young people

Learning outcomes and assessment criteria

### Outcome 1 Understand the role of practitioners in providing information and advice to children and young people

The learner can:

1 explain the importance of providing accurate and up to date information and advice to children and young people
2 explain the role of practitioners in providing impartial information and advice to children and young people.

### Outcome 2 Establish and address the information and advice needs of children and young people

The learner can:

1 encourage the participation of and engagement with children and young people to establish
2 their information and advice needs
3 select information from appropriate sources that will best meet the needs of the young person
4 verify the accuracy and currency of information before presenting it to the young person
5 explain approaches to managing situations when the child and young person's choices are different to those of their carers.

### Outcome 3 Provide children and young people with appropriate information and advice to enable them to make informed choices

The learner can:

1 explain why it is important to provide opportunities for children and young people to make informed choices
2 evaluate with the young person the choices available to them
3 demonstrate in own practice how to check that the young person has understood the range of options available to them
4 record the interaction with the young person following all organisational procedures and legal requirements.

# LDSSMP1

## Support children and young people to achieve their education potential

## LDSSMP1 Support children and young people to achieve their education potential

**Level: 3**

**Credit value: 4**

### Unit aim
This unit aims to provide learners with the skills and knowledge required to enable them to support individual children and young people to achieve their educational potential.

### Learning outcomes
There are **four** learning outcomes to this unit. The learner will:

1. Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential
2. Support children and young people to identify and articulate their learning needs, set goals and plan actions
3. Support children and young people to work towards their educational goals
4. Review educational achievements with children and young people

### Guided learning hours
It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
LDSS Unit 322: Support children and young people to achieve their educational potential

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance
Learning outcomes 2, 3 and 4 need to be assessed in a real-work environment. This unit need to be assessed in line with the SfC RQF Assessment Principles.

## LDSSMP1 Support children and young people to achieve their education potential

Learning outcomes and assessment criteria

### Outcome 1 Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential

The learner can:

1 explain the principles and values that underpins work to support children and young people to achieve their educational potential
2 explain current legislation and guidance relating to the provision of and access to educational opportunities for children and young people
3 evaluate the factors that can contribute to low achievement by children and young people.

### Outcome 2 Support children and young people to identify and articulate their learning needs, set goals and plan actions

The learner can:

1 support children or young people to articulate their educational needs and aspirations
2 support children or young people to develop a plan of action identifying realistic goals for their educational development.

### Outcome 3 Support children and young people to work towards their educational goals

The learner can:

1 identify and celebrate individual children or young people's successes and achievements
2 identify barriers to achievement and support individual children or young people to work towards finding solutions
3 provide support and guidance to children or young people to help them work towards achieving their educational goals.

### Outcome 4 Review educational achievements with children and young people

The learner can:

1 evaluate with individual children or young people, their achievements against their action plans
2 discuss and agree with individual children or young people ways of addressing and overcoming any problems and modify the action plan accordingly.

# LDSSMP2

## Support children and young people to make positive changes in their lives

## LDSSMP2 Support children and young people to make positive changes in their lives

**Level: 3**

**Credit value: 4**

### Unit aim
This unit aims to provide learners with the skills and knowledge to help them identify any barriers that children and young people may encounter which impact on their lives and help them to support children and young people to overcome those barriers and achieve positive changes in their lives.

### Learning outcomes
There are **three** learning outcomes to this unit. The learner will:

1. Understand how to support children and young people to make positive changes in their lives
2. Support children and young people to make positive changes in their lives
3. Review support to children and young people to make positive changes in their lives

### Guided learning hours
It is recommended that **27** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
LDSS NOS Unit: 314: Support children to overcome barriers and make positive changes in their lives
Youth work 1.1.1: Enable children and young people to use their learning to enhance their future development

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Care and Development.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance
Learning outcomes 2 and 3 need to be assessed in a real-work environment. This unit need to be assessed in line with the SfC RQF Assessment Principles.

## LDSSMP2 Support children and young people to make positive changes in their lives

Learning outcomes and assessment criteria

### Outcome 1 Understand how to support children and young people to make positive changes in their lives

The learner can:

1 identify the factors that can impact on the lives of children and young people
2 analyse the impact such factors can have on the lives of children and young people
3 explain how individuals and agencies support children and young people to make positive changes in their lives.

### Outcome 2 Support children and young people to make positive changes in their lives

The learner can:

1 explain interventions that can be provided to support children and young people to make positive changes in their lives
2 demonstrate engagement with children or young people to help them to identify actions that could be taken to support positive change
3 work with a child or young person to develop an action plan to support positive changes in their lives.

### Outcome 3 Review support to children and young people to make positive changes in their lives

The learner can:

1 support children or young people to review and amend their action plan
2 give examples from own practice of supporting children or young people to access further interventions
3 reflect on own practice in supporting children or young people to make positive changes in their lives

# YP01003

## Support young people in relation to sexual health and risk of pregnancy

## YP01003 Support young people in relation to sexual health and risk of pregnancy

**Level: 3**

**Credit value: 2**

### Unit aim
This unit aims to develop knowledge and understanding of child and young person development and the factors, including transitions, which may affect development.

### Learning outcomes
There are **two** learning outcomes to this unit. The learner will:

1. Understand the issues affecting young people in relation to sexual health and risk of pregnancy
2. Understand how to support young people in relation to sexual health and risk of pregnancy

### Guided learning hours
It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
Skills for Justice NOS
B601 Assess the health and well being, and related needs and issues, of children and young people who have offended
GD10 Deliver interventions towards enhancing health and social well-being
B602 Enable children and young people who have offended to be supported by healthcare services
Lifelong Learning UK NOS: O30NYW2.2.1 Address the health and well being of young people
CWDC Common Core
Effective communication and engagement with children, young people, their families and carers
Child and young person development
Safeguarding and promoting the welfare of the child
Supporting transitions
Multi-agency working

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Justice.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

## YP01003 Support young people in relation to sexual health and risk of pregnancy

Learning outcomes and assessment criteria

### Outcome 1 Understand the issues affecting young people in relation to sexual health and risk of pregnancy

The learner can:

1 explain the issues affecting young people in relation to sexual health and risk of pregnancy, including peer pressure, consensual relationships, readiness for sexual activity, contraception, sexually transmitted infections and pregnancy options
2 explain how age, maturity, ethnicity, culture, gender and beliefs can affect attitudes and behaviour in relation to sexual activity, sexual health and pregnancy
3 explain the social, health and educational risk factors associated with early sexual activity or teenage pregnancy.

### Outcome 2 Understand how to support young people in relation to sexual health and risk of pregnancy

The learner can:

1 describe relevant sources of information, guidance and support and the range of health services available for these young people
2 explain how to support young people to identify their needs and priorities in relation to their sexual health and risk of pregnancy, in a way that is confidential, non-judgemental and sensitive to their individual situation
3 enable young people to make informed choices in relation to their identified needs and priorities
4 describe the codes of practice, relevant professional guidance and/or organisational policies within which they are working and explain their implications for professional conduct, confidentiality and gaining consent.

# CYPOP8

## Support young people to develop, implement and review a plan of action

## CYPOP8 Support young people to develop, implement and review a plan of action

**Level: 3**

**Credit value: 3**

### Unit aim
This unit aims to provide learners with the skills and knowledge to enable them to work with individual young people to help them develop an action plan.

### Learning outcomes
There are **five** learning outcomes to this unit. The learner will:

1. Understand the importance for young people of developing a personal action plan for their future development needs
2. Support young people to develop an action plan
3. Support young people to work towards implementation of their action plan
4. Support young people to review and revise their action plan
5. Review own role in supporting the development and implementation of the young person's action plan

### Guided learning hours
It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
Legal advice NOS Unit (Skills for Justice): Support clients to plan, implement and review action

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills Care and Development.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance
Learning outcomes 2, 3, 4 and 5 need to be assessed in a real-work environment. This unit need to be assessed in line with the SfC RQF Assessment Principles.

## CYPOP8 Support young people to develop, implement and review a plan of action

Learning outcomes and assessment criteria

### Outcome 1 Understand the importance for young people of developing a personal action plan for their future development needs

The learner can:

1 explain why young people should be encouraged to develop a personal action plan to support their future development
2 evaluate the role of the support worker in encouraging young people to develop the action plan.

### Outcome 2 Support young people to develop an action plan

The learner can:

1 explain the preliminary and preparatory actions to take when supporting young people to develop an action plan
2 demonstrate how young people are encouraged to identify their needs and aspirations
3 demonstrate in own practice work with young people to identify and evaluate the range of options available to them demonstrate in own practice work with young people to develop an action plan.

### Outcome 3 Support young people to work towards implementation of their action plan

The learner can:

1 give examples from own practice of support required by young people implementing actions within their plan
2 demonstrate how to give practical support for young people working towards implementation of actions within their plan.

### Outcome 4 Support young people to review and revise their action plan

The learner can:

1 explain why it is important for young people to review their progress against their action plan
2 demonstrate in own practice how to review the action plan with young people.

### Outcome 5 Review own role in supporting the development and implementation of the young person's action plan

The learner can:

1 explain why it is important to review own contribution to the development and implementation of the young person's action plan
2 evaluate own contribution to the process

# YP0073

## Support young people who are socially excluded or excluded from school

## YP0073 Support young people who are socially excluded or excluded from school

**Level: 3**

**Credit value: 2**

### Unit aim
This unit aims to enable learners to understand the issues affecting young people who are socially excluded or excluded from school and provide support to them.

### Learning outcomes
There are **two** learning outcomes to this unit. The learner will:

1 Understand the issues affecting young people who are socially excluded or excluded from school
2 Understand how to support young people who are socially excluded or excluded from school

### Guided learning hours
It is recommended that **10** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
Skills for Justice NOS:
BA4 Raise awareness to promote community safety and social inclusion
BA8 Contribute to development of priorities and objectives for promoting community justice and social inclusion
BA12 Address problems identified with community safety and social inclusion
BA14 Enable individuals and families to address factors which affect their safety, well-being and social inclusion
CWDC Common core
Effective communication and engagement with children, young people, their families and carers
Child and young person development
Safeguarding and promoting the welfare of the child
Supporting transitions
Multi-agency working

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Skills for Justice.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

## YP0073 Support young people who are socially excluded or excluded from school

Learning outcomes and assessment criteria

### Outcome 1 Understand the issues affecting young people who are socially excluded or excluded from school

The learner can:

1 explain the issues that may affect young people who are excluded, including access to services or amenities, crime or anti-social behaviour, isolation or stigmatisation
2 explain the potential effects of exclusion on the health, safety and well-being of these young people.

### Outcome 2 Understand how to support young people who are socially excluded or excluded from school

The learner can:

1 enable these young people to reflect on their own beliefs, concerns and priorities to maintain their health, safety and well-being
2 describe the information, support and community services which are available to support excluded young people
3 encourage excluded young people to explore options which are achievable and to discuss the implications or consequences of those options for self, family and significant others.

## 7.7 Group F (Supporting the wider work of the school units)

# CH17

## Assist in the administration of medication

## CH17 Assist in the administration of medication

**Level: 2**

**Credit value: 4**

### Unit aim

This unit provides the knowledge, understanding and skills needed to assist with the administration of medication under the direction of a health professional. Training in the administration of medication is an essential pre-requisite for those undertaking this role.
This unit is about assisting in the administration of medication to an individual, or as part of a larger process where a "drug round" may be undertaken. It will always involve working with other staff within this context whose role is to lead the process.

### Learning outcomes

There are **seven** learning outcomes to this unit. The learner will:

1 Know the current legislation, guidelines and policies relevant to the administration of medication
2 Understand own role in assisting in the administration of medication
3 Understand the requirements and procedures for assisting in the administration of medication
4 Understand the requirements and procedures for ensuring patient safety
5 Prepare for the administration of medication
6 Assist in the administration of medication
7 Contribute to the management of medications and administration records

### Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards

STL43 Assist in the administration of medication (SfH CHS2)

### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by The Teaching Agency.

### Key/Functional skills

This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 1
- Application of number/Mathematics Level 1
- ICT Level 1

### Evidence requirements

Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance

Medication: may be from various drug categories such as;
- general sales list
- pharmacy only
- prescription only

Routes for the administration of medication: e.g.;
- oral
- topical – including skin creams
- eye/ear or nasal drops
- inhaled
- injection – intra-muscular/subcutaneous

Materials and equipment: needed for the administration of medication such as;
- medicine trolley
- medicine pots
- spoons
- syringes
- containers
- wipes
- drinking glasses
- water jug
- disposal bag
- medication administration record sheets/charts

Standard precautions for infection control: including;
- hand washing/cleansing before, during and after the activity
- the use of personal protective clothing
- management of blood and bodily fluid spillage
- waste management

Medication administration record: the documentation on which the medication has been ordered/ prescribed – this will vary across care settings and environments, such as hospital and community settings, including medications prescribed by GPs and dispensed by community pharmacists where the instructions will be found on the medication packaging

Person leading the administration: will be the senior professional in overall charge of the administration of medication in the setting e.g.;
- a registered nurse
- a registered midwife
- social worker

Obtain consent according to current legislation and guidelines including;
- for adults
- for children and young people
- for children and young people in schools
- for adults who lack the capacity to give consent for themselves

Check and confirm the identity of the individual who is to receive the medication;
- verbally
- using other appropriate communication e.g. Makaton
- using identity bracelets
- using photo ID

Appropriate action to obtain new stocks: of medication;
- inform the individual or the parent/guardian if appropriate, of the need to order new stocks of the medication(s)
- inform the relevant health professional
- assist in reordering if applicable

## CH17 Assist in the administration of medication

Learning outcomes and assessment criteria

### Outcome 1 Know the current legislation, guidelines and policies relevant to the administration of medication

The learner can:

1 identify the current national legislation and guidelines relevant to the administration of medication
2 outline the organisational policies for the management and administration of medication.

### Outcome 2 Understand own role in assisting in the administration of medication

The learner can:

1 describe own responsibilities and accountability in relation to assisting with the administration of medication
2 explain the importance of working under the direction of a qualified health professional when assisting with the administration of medication
3 explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence.

### Outcome 3 Understand the requirements and procedures for assisting in the administration of medication

The learner can:

1 explain the purpose and significance of the information which should be provided on the label of a medication
2 describe the different routes for the administration of medication
3 describe the types, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility
4 describe the various aids which can be used to help individuals take their medication
5 explain the importance of applying standard precautions for infection control and the potential consequences of poor practice
6 explain why medication should only be administered against the individual's medication administration record and consistent with the prescriber's advice.

### Outcome 4 Understand the requirements and procedures for ensuring patient safety

The learner can:

1 explain the importance of identifying the individual for whom the medications are prescribed
2 explain the importance of confirming the medication against the prescription/ protocol with the person leading the administration before administering it.

### Outcome 5 Prepare for the administration of medication

The learner can:

1 obtain or confirm valid consent for the administration of medication
2 apply standard precautions for infection control
3 select, check and prepare the medication according to the medication administration record or medication information leaflet
4 explain the importance of referring confusing or incomplete instructions back to person leading the administration or the pharmacist
5 check and confirm the identity of the individual who is to receive the medication with the person leading the activity and with the individual themselves before the medication is administered.

## Outcome 6 Assist in the administration of medication

The learner can:

1 contribute to administering the medication to the individual using the correct technique and at the prescribed time according to the care plan
2 assist the individual to be as self managing as possible
3 explain the importance of seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication
4 monitor the individual's condition throughout the administration process
5 explain the kinds of adverse effects that may occur and the appropriate action to take
6 check and confirm that the individual actually takes the medication and does not pass medication to others.

## Outcome 7 Contribute to the management of medications and administration records

The learner can:

1 explain the importance of keeping accurate and up-to-date records of the administration of medication
2 contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely
3 maintain the security of medication and related records throughout the administration process and return them to the correct place for storage
4 maintain the confidentiality of information relating to the individual at all times
check the stock level of medications and take appropriate action to obtain new stocks when required.

# STL70

## Invigilate tests and examinations

## STL70 Invigilate tests and examinations

**Level: 3**

**Credit value: 3**

### Unit aim
This unit provides the knowledge, understanding and skills required to invigilate external and internal tests and examinations, including module tests, practical and oral examinations, under formal conditions. It covers preparing examination rooms and resources, preparing candidates for the tests and examinations, as well as running and ending tests and examinations according to the centre's procedures. It also covers dealing with specific situations such as access arrangements, emergencies and suspicion of malpractice.

### Learning outcomes
There are **five** learning outcomes to this unit. The learner will:

1 Understand policy and procedures for the conduct of tests and examinations
2 Prepare for tests and examinations
3 Prepare candidates for tests and examinations
4 Implement invigilation requirements
5 End tests and examinations

### Guided learning hours
It is recommended that **19** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
STL17 Invigilate tests and examinations

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Exemption
This unit is exempted by the previous achievement of unit number A/104/0197 entitled "Invigilate tests and examinations"

## STL70 Invigilate tests and examinations

Learning outcomes and assessment criteria

### Outcome 1 Understand policy and procedures for the conduct of tests and examinations

The learner can:

1 explain the centre's tests and examinations policy
2 explain the procedures and regulations for the conduct of external examinations and any inspection procedures related to this
3 explain the sorts of access arrangements that may be required for candidates with additional needs
4 explain the centre's procedures for responding to health, safety and security emergencies during a test or examination
5 explain the reasons why a candidate may need to be supervised between tests and examinations

### Outcome 2 Prepare for tests and examinations

The learner can:

1 demonstrate the correct procedures for setting up an examination room
2 identify and obtain supplies of authorised stationery and materials including the correct test or examination papers
3 explain and demonstrate arrangements for the safe custody of question papers and other test or examination materials
4 identify and comply with any specific requirements for the test or examination and/or the candidates involved
5 identify and check any emergency communication system if available.

### Outcome 3 Prepare candidates for tests and examinations

The learner can:

1 explain the importance of having the examination room ready to admit candidates at the scheduled time
2 demonstrate the correct procedures for admitting candidates into the room
3 perform the necessary checks for:
    - verifying the identity of the candidates
    - ensuring that no inadmissible equipment or materials are brought into the examination room
    - confirming candidates are seated according to the seating plan
    - ensuring that candidates have the correct papers and materials
4 explain the procedures for dealing with:
    - candidates who are not on the test or examination attendance list
    - candidates who arrive late for a test or examination

### Outcome 4 Implement invigilation requirements

The learner can:

1 explain the importance of ensuring all rules and regulations relating to the conduct of tests and examinations are strictly applied and followed
2 give clear and unambiguous instructions to candidates at the start of tests and examinations
3 demonstrate the correct procedures for completing an attendance register including specific requirements for candidates who are:
    - withdrawn from a test or examination
    - not on the register
    - late for a test or examination
    - absent from a test or examination

4 apply the centre's procedures for dealing with:
- queries from candidates
- disruptive behaviour or irregular conduct
- candidates who want or need to leave the examination room during the test or examination

## Outcome 5 End tests and examinations

The learner can:

1 demonstrate the correct procedures for ending tests and examinations including:
- collecting papers
- allowing candidates to leave the examination room
- completing test and examination records

2 differentiate between ending tests and examinations when:
- all candidates are due to finish their test or examination at the same time
- some candidates are still engaged in a test or examination.

# STL51

## Lead an extra-curricular activity

## STL51 Lead an extra-curricular activity

**Level: 3**

**Credit value: 3**

### Unit aim
This unit assesses competence in leading an extra-curricular activity such as a club, recreational activity, sports team or performing arts activity, under the direction of the school but with limited supervision.

### Learning outcomes
There are **five** learning outcomes to this unit. The learner will:

1 Understand the aims and requirements of the extra-curricular activity
2 Prepare for leading an extra-curricular activity
3 Prepare children and young people for an extra-curricular activity
4 Lead an extra-curricular activity
5 Review and improve extra-curricular activities

### Guided learning hours
It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
STL53 Lead an extra-curricular activity

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance
Extra-curricular activities: are activities that are held outside of normal school hours that can benefit the development of children and young people such as:
- study support
- play and recreation
- fitness classes
- drama
- sport
- music
- arts, crafts and other special interest clubs
- volunteering and business and enterprise activities
- Duke of Edinburgh Award scheme

Requirements for health and safety: include;

- the health and safety policies and procedures of the setting
- Duty of care
- the Health and Safety at Work Act
- requirements for activities in the scope of the national governing bodies for sports

Information: about the activity such as;

- aims and content of the session
- how long the session will last
- details of any future sessions
- any health and safety issues
- rules for behaviour
- skills and techniques
- use of equipment

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

## STL51 Lead an extra-curricular activity

Learning outcomes and assessment criteria

### Outcome 1 Understand the aims and requirements of the extra-curricular activity

The learner can:

1 explain the aims and content of the extra-curricular activity
2 explain the values or codes of practice relevant to the activity
3 explain the requirements for health and safety that are relevant to the activity.

### Outcome 2 Prepare for leading an extra-curricular activity

The learner can:

1 select equipment and resources for the extracurricular activity
2 prepare equipment and resources for the activity
3 prepare the environment for the safe conduct of the activity
4 dress appropriately for the planned activity.

### Outcome 3 Prepare children and young people for an extracurricular activity

The learner can:

1 interact with children and young people in a way that makes them feel welcome and at ease
2 comply with organisational procedures for:
    - checking the children and young people present
    - making sure children and young people's dress and equipment are safe and appropriate
3 provide children and young people with information about the activity
4 find out if the children and young people have any relevant experience and/or skills
5 use skills and techniques for ensuring the children and young people:
    - understand the activity and what they will be doing
    - are mentally and physically prepared for the planned activity
    - are motivated to take part without putting undue pressure on them.

### Outcome 4 Prepare children and young people for an extracurricular activity

The learner can:

1 develop the activity at a pace suited to the children and young people and in a way that meets its aims
2 give the children and young people clear and supportive feedback at appropriate points
3 provide the children and young people with additional explanations and demonstrations when necessary
4 encourage the children and young people to say how they feel about the activity and respond to their feelings appropriately
5 vary the activity to meet new needs and opportunities
6 prepare children and young people to finish their activities

### Outcome 5 Prepare children and young people for an extracurricular activity

The learner can:

1 work with children and young people to review the activity
2 support the children and young people to identify what learning they can transfer to areas of their school curriculum and other areas of their life
3 use feedback from the children and young people to reflect on and improve own contribution to extra-curricular activities.

# STL52

## Maintain learner records

## STL52 Maintain learner records

**Level: 3**

**Credit value: 3**

### Unit aim
This unit provides the knowledge, understanding and skills needed to maintain learner records. It requires demonstration of competence in collecting and inputting data, maintaining the safety and security of records and sharing information with those authorised to receive it.

### Learning outcomes
There are **four** learning outcomes to this unit. The learner will:

1. Understand the organisational policy and procedures for maintaining learner records
2. Maintain learner records
3. Maintain the safety and security of learner records
4. Share information with those authorised to receive it

### Guided learning hours
It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
STL55 Contribute to maintaining pupil records

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance
This unit must be assessed in accordance with the TDA assessment principles.
Assessment criteria 1, 2, 3, 4, 5 and 6 in learning outcome 2; assessment criteria, 1, 2 and 3 in learning outcome 3 and assessment criteria 3 and 4 in learning outcome 4 must all be assessed in the workplace.

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

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

Learner records may be paper-based or electronic.

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

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

Potential problems with individual learners in relation to for example:
- progress made
- health and well being
- child protection
- attendance

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

Relevant people such as:
- teachers
- head of subject/year group
- special educational needs coordinator
- programme coordinator
- senior management
- designated person for child protection
- Education Welfare Officer
- office staff

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

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

## STL52 Maintain learner records

Learning outcomes and assessment criteria

### Outcome 1 Understand the organisational policy and procedures for maintaining learner records

The learner can:

1 explain the organisational policy for maintaining learner records
2 explain own role in maintaining learner records and how this relates to the roles of others in the setting
3 explain with examples the difference between different types of information
4 explain the importance of:
   - updating records on a regular basis
   - checking the validity and reliability of information
5 describe with examples the sorts of information which may indicate potential problems with individual learners and what action to take in response to these.

### Outcome 2 Maintain learner records

The learner can:

1 obtain the information needed to update learner records from valid and reliable sources
2 check information for completeness, relevance and validity
3 raise any concerns about the information with the relevant people
4 update learner records at agreed time intervals
5 ensure that learner records are accurate, complete and up-to-date
6 maintain confidentiality according to organisational and legal requirements.

### Outcome 3 Maintain the safety and security of learner records

The learner can:

1 return learner records promptly to the correct place after use
2 comply with organisational procedures for storage and security of learner records
3 report actual or potential breaches to the security of learner records to the appropriate person.

### Outcome 4 Share information with those authorised to receive it

The learner can:

1 explain the importance of information sharing, how it can help and the dangers of not doing so
2 explain how the Data Protection Act can be a tool to enable and encourage information sharing
3 assess the relevance and status of information
4 comply with legal and organisational requirements for information sharing.

# STL53

## Monitor and maintain curriculum resources

## STL53 Monitor and maintain curriculum resources

**Level: 3**

**Credit value: 3**

### Unit aim
This unit provides the knowledge, understanding and skills to monitor and maintain curriculum resources. It requires competence in establishing resource requirements, maintaining supplies of resources, monitoring and maintaining stock, and preparing and issuing resources.

### Learning outcomes
There are **six** learning outcomes to this unit. The learner will:

1 Understand the organisational policy and procedures for maintaining curriculum resources
2 Establish requirements for curriculum resources
3 Maintain supplies of curriculum resources
4 Monitor stocks of curriculum resources
5 Maintain curriculum resources
6 Prepare and issue curriculum resources

### Guided learning hours
It is recommended that **14** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
STL56 Monitor and maintain curriculum resources

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance
This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2, 3, 4 and 5 in learning outcome 2; assessment criteria, 3, 4, 5 and 6 in learning outcome 3, assessment criteria 1, 2, 3 and 4 in learning outcome 4, assessment criteria 1, 2, 3, 4 and 5 in learning outcome and assessment criteria 1, 2 and 3 in learning outcome 6 must all be assessed in the workplace.

Policy and procedures for maintaining curriculum resources including:
- storage and security of curriculum resources
- authorising purchases of curriculum resources
- ordering materials and equipment
- stock control
- managing materials with a limited shelf-life
- health and safety

- requirements for handling and storage of hazardous materials and/or equipment
- recycling and sustainable development
- waste disposal

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

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

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

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

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

## STL53 Monitor and maintain curriculum resources

Learning outcomes and assessment criteria

### Outcome 1 Understand the organisational policy and procedures for maintaining curriculum resources

The learner can:

1 explain the organisational policy and procedures for maintaining curriculum resources
2 explain where to get information and advice about:
   - curriculum resources appropriate to the needs of learners in the setting
   - use of curriculum resources
   - suppliers
   - maintenance of curriculum resources
3 explain the importance of meeting agreed timescales and budget for the supply of curriculum resources.

### Outcome 2 Establish requirements for curriculum resources

The learner can:

1 explain how resources in own area of responsibility are used to support teaching and learning
2 liaise with teachers regarding their lesson plans and anticipated resource needs
3 establish requirements for the range and quantity of curriculum resources needed to support curriculum delivery in own area of responsibility
4 identify any specific requirements in relation to the resources required
5 monitor the demand for and use of resources to identify areas for improving quality, supply and suitability.

### Outcome 3 Maintain supplies of curriculum resources

The learner can:

1 evaluate a range of possible resources and suppliers to meet future requirements for curriculum resources
2 identify the resources that provide best value in terms of suitability, cost and organisational requirements
3 demonstrate ways to ensure that resources meet the specific requirements of users
4 comply with organisational procedures for:
   - obtaining authorisation to purchase resources
   - ordering materials and equipment
   - maintaining records of orders and deliveries
5 track orders and deliveries of materials and equipment
6 take appropriate action in response to any delivery problems.

### Outcome 4 Monitor stocks of curriculum resources

The learner can:

1 demonstrate ways of storing stock safely and securely, ensuring effective stock rotation where appropriate
2 carry out regular stock checks to monitor and maintain the availability of resources
3 maintain a complete and accurate inventory of resources in own area of responsibility
4 demonstrate ways of keeping relevant people informed of stock availability.

## Outcome 5 Maintain curriculum resources

The learner can:

1 carry out regular inspections of resources in line with legal, regulatory and organisational requirements
2 carry out routine cleaning and maintenance of resources in accordance with organisational requirements and manufacturers' instructions where applicable
3 inform relevant people when there is a problem with maintaining resources
4 dispose of waste and redundant resources safely, making maximum use of opportunities for recycling materials and equipment
5 work safely at all times, complying with health, safety and environmental regulations and guidelines.

## Outcome 6 Prepare and issue curriculum resources

The learner can:

1 prepare resources for use as requested by relevant people
2 demonstrate ways of ensuring users are aware of relevant health and safety guidance when issuing resources
3 maintain accurate records of resources issued.

# STL54

## Organise travel for children and young people

## STL54 Organise travel for children and young people

**Level: 3**

**Credit value: 2**

### Unit aim
This unit provides the knowledge, understanding and skills to organise travel for children and young people, eg for home-to-school travel, educational visits, field studies or sports fixtures. It requires demonstration of competence in making travel arrangements relevant to the journey and the needs of the participants.

### Learning outcomes
There are **two** learning outcomes to this unit. The learner will:

1. Understand the policy and procedures for organising children and young people's travel outside of the setting
2. Make travel arrangements

### Guided learning hours
It is recommended that **12** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
STL58 Organise and supervise travel (SkillsActive B228)

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

## STL54 Organise travel for children and young people

Learning outcomes and assessment criteria

### Outcome 1 Understand the policy and procedures for organising children and young people's travel outside of the setting

The learner can:

1 explain the organisational and legal requirements for children and young people's travel outside of the setting
2 explain the organisational procedures for organising children and young people's travel
3 explain the factors to bear in mind when organising travel for children and young people
4 explain the importance of the children, young people and adults involved having complete and accurate information about travel arrangements in good time
5 explain the contingency arrangements appropriate to the issues that may arise when children and young people are travelling.

### Outcome 2 Make travel arrangements

The learner can:

1 plan travel arrangements that are appropriate to the requirements of the journey and the needs of the participants
2 carry out a risk assessment for the journey illustrating how its implementation will reduce risk
3 plan travel arrangements that are safe and take account of the likely conditions during the journey
4 develop contingency plans appropriate to the issues that may arise when children and young people are travelling
5 make travel arrangements that balance:
    - efficiency
    - cost-effectiveness
    - comfort
    - concern for the environment
6 provide relevant people with clear, correct and up-to-date information about the travel arrangements in good time
7 comply with all relevant organisational and legal requirements for the journey.

# STL55

## Supervise children and young people on journeys, visits and activities outside of the setting

## STL55 Supervise children and young people on journeys, visits and activities outside of the setting

**Level: 3**

**Credit value: 3**

### Unit aim
This unit provides the knowledge, understanding and skills to supervise children and young people on journeys, visits and activities outside of the setting. It requires competence in preparing for, and supervising children and young people during, journeys, visits and activities outside of the setting.

### Learning outcomes
There are **four** learning outcomes to this unit. The learner will:

1. Understand the policy and procedures for supervising children and young people on journeys, visits and activities outside of the setting
2. Prepare for journeys, visits and activities outside of the setting
3. Supervise children and young people on journeys outside of the setting
4. Supervise children and young people during visits and activities outside of the setting

### Guided learning hours
It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
STL58 Organise and supervise travel (SkillsActive B228)
STL59 Escort and supervise pupils on educational visits and out-of-school activities

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance
This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 1, 2 and 3 in learning outcome 2; assessment criteria, 1, 2, 3, 4 and 5 in learning outcome 3 and assessment criteria 1, 2, 3, 4 and 6 in learning outcome 4 must all be assessed in the workplace.

Simulation may be used for assessment criterion 6 in learning outcome 3 and criterion 5 in learning outcome 4.

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

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

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

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

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

Travel arrangements as appropriate to the journey e.g.:
- method of transport
- route
- departure and arrival times
- stages in the journey
- food and drink
- comfort and hygiene
- overnight accommodation
- supervision and support
- transport of equipment and belongings

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

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

## STL55 Supervise children and young people on journeys, visits and activities outside of the setting

Learning outcomes and assessment criteria

### Outcome 1 Understand the policy and procedures for supervising children and young people on journeys, visits and activities outside of the setting

The learner can:

1 explain the organisational and legal requirements for supervising children and young people on journeys, visits and activities outside of the setting
2 explain the importance of children, young people and adults involved having complete and accurate information about travel arrangements in good time
3 describe typical preparations which children and young people and those accompanying them would have to make for the range of journeys, visits and off-site activities undertaken
4 explain the contingency arrangements appropriate to the issues that may arise when children and young people are on journeys, visits and activities outside of the setting.

### Outcome 2 Prepare for journeys, visits and activities outside of the setting

The learner can:

1 obtain information about the children and young people involved in the journey, visit or activity
2 clarify and confirm details of the travel arrangements with the person responsible for organising the journey, visit or activity
3 obtain the necessary resources for the journey, visit or activity.

### Outcome 3 Supervise children and young people on journeys outside of the setting

The learner can:

1 take reasonable action to enable the timely departure and arrival of children and young people
2 escort children and young people in a safe manner using the agreed route and method of transport
3 respond to the needs of individual children and young people and offer help when required
4 encourage children and young people to look after themselves and their belongings during travel
5 check that all children and young people are accounted for throughout the journey
6 deal with any issues arising during the journey in ways which maintain the safety, security and comfort of participants.

### Outcome 4 Supervise children and young people during visits and activities outside of the setting

The learner can:

1 check that children and young people are prepared for the visit and/or activities
2 maintain the safety, well-being and acceptable behaviour of children and young people during the visit and/or activities
3 encourage and support children and young people to:
    - maintain the safety and security of equipment and belongings
    - show respect for the environment
    - finish activities on time
    - return equipment and materials to the appropriate place at the end of the visit and/or activities
4 check that all children and young people are accounted for throughout the visit and/or activities
5 deal with any issues arising during the visit and/or activities in ways which maintain the safety, security and comfort of participants
6 take reasonable action to enable children and young people to be ready for departure at the agreed time.

# STL56

## Work in partnership with parents to engage them with their children's learning and development in school

## STL56 Work in partnership with parents to engage them with their children's learning and development in school

**Level: 3**

**Credit value: 6**

### Unit aim
The aim of this unit is to develop the skills, knowledge and understanding work in partnership with parents to engage them with their children's learning and development in school.

### Learning outcomes
There are **five** learning outcomes to this unit. The learner will:

1. Understand barriers to learning and strategies/techniques to address them and encourage children with their learning
2. Support parents to identify and overcome barriers to their children's learning
3. Help parents in developing effective techniques to support and encourage children with their learning
4. Support parents and their children through transitions to ensure continual engagement with schools and learning
5. Facilitate positive relations and effective dialogue between parents and school staff

### Guided learning hours
It is recommended that **31** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
STL52 Support children and families through home visiting (CCLD331)
STL60 Liaise with parents, carers and families
WWP 303.2, 305.1, 308.3, 307.1, 307.2, 304.1, 304.2,

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Lifelong Learning UK.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance
Factors that can cause barriers to learning include:
- emotional
- physical
- economic
- social and cultural
- language
- specific learning difficulties

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

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

Economic and social factors which may impact on their children's engagement with learning include:
- Joblessness
- Poverty
- Housing issues
- A child living between locations (e.g. periods with each parent when separated)
- Family lifestyle
- Peer group pressures and influences

Family well being and health issues include:
- The level of family coherence
- Parenting
- Relationships within the family
- Health and illness issues within the family (e.g. young carer role, member of family hospitalised, etc)
- Bereavement

Economic and social factors and family well being and health issues may be temporary or long term.
Strategies to encourage their children's motivation and self esteem eg:
- providing an environment (through age appropriate toys, activities, etc.) that allows children and young people to freely explore and to see the effect of their actions
- encouraging children and young people to make choices for themselves
- allowing children and young people time to complete activities without interruption
- resisting the urge to interfere or help with activities
- allowing children and young people to be as independent as possible taking account of their age and abilities
- providing opportunities for children/young people and adults to work together on activities
- providing situations that give children and young people an acceptable challenge
- giving children and young people opportunities to evaluate their own achievements
- listening carefully to children and young people, and encouraging them to communicate their needs and ideas
- giving praise for children and young people's efforts, persistence and achievements
- avoiding excessive rewards which undermine children and young people's ability to value themselves

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

Educational establishments and phases of education

- Early years to primary to secondary to post 16 (school or college) and beyond
- First to middle to high school (where three tier systems are in place)
- Transition from school year to year, or from “pre GCSE focus years to GCSE focus years, for examples (traditionally from year 9 to 10, though there are opportunities for earlier and phased transition)
- Transition from first to middle to high schools where they exist.

Significant family transitions such as:

- bereavement
- family break-up
- ill-health
- moving home
- additions to the family
- redundancy
- loss of family home

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

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

Rights and responsibilities with regards to compulsory education: attendance requirements, access to information and support, access to schools, progression through the phases of education, etc

## STL56 Work in partnership with parents to engage them with their children's learning and development in school

Learning outcomes and assessment criteria

### Outcome 1 Understand barriers to learning and strategies/techniques to address them and encourage children with their learning

The learner can:

1 summarise barriers to learning
2 explain strategies/ techniques which address barriers to learning
3 explain how working in partnership with parents, agencies and others can help to address barriers to learning
4 explain how parents can support and encourage their children in their learning.

### Outcome 2 Support parents to identify and overcome barriers to their children's learning

The learner can:

1 identify barriers to learning which children and young people may experience
2 use strategies to support parents in dealing with:
    - economic and social factors which may impact on their children's engagement with learning
    - family well being and health issues
3 work in partnership with parents to identify:
    - reasons for absence from school
    - ways of helping their children to attend school more regularly
4 work in partnership with parents, agencies and others to address and overcome their children's barriers to learning.

### Outcome 3 Help parents in developing effective techniques to support and encourage children with their learning

The learner can:

1 use strategies to develop parents' understanding of the importance of their role in their children's learning
2 support parents to use strategies to encourage their children's motivation and self esteem
3 support parents in developing approaches that will encourage and facilitate their children's learning
4 support parents in developing strategies to encourage and facilitate their children's full participation in school.

### Outcome 4 Support parents and their children through transitions to ensure continual engagement with schools and learning

The learner can:

1 provide continuity of support to children or young people and their parents during transition between educational establishments and phases of education
2 provide support to help parents and children or young people deal with significant family transitions
3 explain the stages of child and young person development
4 provide support to parents in relation to the stages of child and young person development.

## Outcome 5 Facilitate positive relations and effective dialogue between parents and school staff

The learner can:

1 support parents in understanding the education system
2 support parents in understanding their own and their children's rights and responsibilities in the education system
3 work with parents to extend their understanding of the ethos and expectations of their children's school
4 work with parents to overcome personal anxieties about education and schools
5 use strategies to facilitate positive relationships between parents and school staff
6 work with school staff to extend their understanding of parents' and children and young people's:
    - personal and social contexts
    - rights and responsibilities with regards to compulsory education

## 7.8 Group G (Working with colleagues)

# STL57

## Work with other practitioners to support children and young people

## STL57 Work with other practitioners to support children and young people

**Level: 3**

**Credit value: 3**

### Unit aim
This unit provides the knowledge, understanding and skills needed to assist with the administration of medication under the direction of a health professional. Training in the administration of medication is an essential pre-requisite for those undertaking this role.
This unit is about assisting in the administration of medication to an individual, or as part of a larger process where a “drug round” may be undertaken. It will always involve working with other staff within this context whose role is to lead the process.

### Learning outcomes
There are **three** learning outcomes to this unit. The learner will:

1. Understand multi-agency and integrated working
2. Maintain working relationships with other practitioners
3. Work in partnership with other practitioners

### Guided learning hours
It is recommended that **15** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national occupational standards
STL62 Develop and maintain working relationships with other practitioners

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Evidence requirements
Learners must provide a portfolio of evidence which contains evidence that all the assessment criteria have been met.

### Notes for guidance
This unit must be assessed in accordance with the TDA assessment principles.
Assessment criteria 1, 2, 4, 5 and 6 in learning outcome 2 and assessment criteria, 1, 2, 3, 4 and 5 in learning outcome 3 must all be assessed in the workplace.

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

## STL57 Work with other practitioners to support children and young people

Learning outcomes and assessment criteria

### Outcome 1 Understand multi-agency and integrated working

The learner can:

1 explain the importance of multi-agency working and integrated working for supporting children and young people
2 identify the external agencies and professionals who contribute to supporting children and young people in the setting
3 explain the roles and responsibilities of other professionals within and external to the setting that impact on own working practice
4 explain own role in different group situations including multi-agency and integrated working
5 explain the importance of respecting:
   - the contribution of other professionals to supporting children and young people
   - own and others' professional boundaries
   - the skills and expertise of other professionals
6 explain the policy and procedures of the setting for making and maintaining contact with external agencies and professionals.

### Outcome 2 Maintain working relationships with other practitioners

The learner can:

1 provide information to assist other practitioners in their role in accordance with the policies and procedures of the setting
2 share information which is complete, accurate and within the boundaries of own role and responsibilities
3 explain when and why another practitioner should be referred to other sources of information, advice or support within the setting
4 interact with other practitioners in a manner likely to promote trust and confidence in the relationship
5 use opportunities to extend personal contact with other practitioners and make direct observation of their particular expertise
6 provide advice, information and demonstrations to assist other practitioners to develop knowledge and skills relevant to their roles.

### Outcome 3 Work in partnership with other practitioners

The learner can:

1 respond to other practitioners' requests for information and support in a manner that demonstrates a willingness to cooperate
2 clearly explain to other practitioners any factors limiting your ability to Cooperate
3 use knowledge of the children and young people to contribute to the planning and implementation of joint actions
4 carry out agreed commitments to undertake work in partnership with other practitioners
5 seek and make use of opportunities to draw upon the skills and knowledge of other practitioners in support of own role.

# TLD5

## Plan, allocate and monitor work of a team

## TLD5 Plan, allocate and monitor work of a team

**Level: 3**

**Credit value: 5**

### Unit aim
This unit will ensure that learners are able to set and support individuals and teams to achieve objectives.

### Learning outcomes
There are **five** learning outcomes to this unit. The learner will:

1. Be able to plan work for a team
2. Be able to allocate work across a team
3. Be able to manage team members to achieve team objectives.
4. Be able to monitor and evaluate the performance of team members.
5. Be able to improve the performance of a team.

### Guided learning hours
It is recommended that **25** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Endorsement of the unit by a sector or other appropriate body
This unit has been developed by the Management Standards Centre (MSC) and is endorsed by the Council for Administration (CfA), the sector skills council for leadership and management.

### Details of the relationship between the unit and relevant National Occupational Standards
This unit directly relates to leadership and management NOS D5 Allocate and check work in your team

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of number/Mathematics Level 2
- ICT Level 2

### Evidence requirements

This unit must assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc. Simulation is not allowed

## TLD5 Plan, allocate and monitor work of a team

Learning outcomes and assessment criteria

### Outcome 1 Be able to plan work for a team.

The learner can:

1 agree team objectives with own manager.
2 develop a plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team.

### Outcome 2 Be able to allocate work across a team.

The learner can:

1 discuss team plans with a team.
2 agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members.
3 agree standard of work required by team.

### Outcome 3 Be able to manage team members to achieve team objectives.

The learner can:

1 support all team members in order to achieve team objectives.

### Outcome 4 Be able to monitor and evaluate the performance of team members.

The learner can:

1 assess team members' work against agreed standards and objectives.
2 identify and monitor conflict within a team.
3 identify causes for team members not meeting team objectives.

### Outcome 5 Be able to improve the performance of a team.

The learner can:

1 identify ways of improving team performance.
2 provide constructive feedback to team members to improve their performance.
3 implement identified ways of improving team performance.

# BA492

## Provide leadership and direction for own area of responsibility

## BA492 Provide leadership and direction for own area of responsibility

**Level: 4**

**Credit value: 5**

### Unit aim
This unit aims to provide the learner with the skills and underpinning knowledge to provide leadership and direction for their area of responsibility

### Learning outcomes
There are **four** learning outcomes to this unit. The learner will:

1. Be able to lead in own area of responsibility
2. Be able to provide direction and set objectives in own area of responsibility
3. Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement
4. Be able to assess own leadership performance

### Guided learning hours
It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)
This unit directly relates to Management Standards Council (MSC) Unit B6.

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Council for Administration (CfA), the sector skills council for business and administration.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of number/Mathematics Level 2
- ICT Level 2

### Unit assessment
Evidence may be supplied via witness testimony, professional discussion and questioning, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role

**Evidence generated for this unit of assessment may contribute towards other units including:** BA301, BA302, BA303, BA304, BA305, BA3091.

## BA492 Provide leadership and direction for own area of responsibility

Learning outcomes and assessment criteria

### Outcome 1 Be able to lead in own area of responsibility

The learner can:

1 identify own strengths and ability to lead in a leadership role.
2 evaluate strengths within own area of responsibility.

### Outcome 2 Be able to provide direction and set objectives in own area of responsibility

The learner can:

1 outline direction for own area of responsibility.
2 implement objectives with colleagues that align with those of the organisation.

### Outcome 3 Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement

The learner can:

1 communicate the agreed direction to individuals within own area of responsibility
2 collect feedback to inform improvement

### Outcome 4 Be able to assess own leadership performance

The learner can:

1 assess feedback on own leadership performance
2 evaluate own leadership performance

# TLB5

## Set objectives and provide support for team members

## TLB5 Set objectives and provide support for team members

**Level: 3**

**Credit value: 5**

### Unit aim
This unit will ensure that learners are able to set and support individuals and teams to achieve objectives.

### Learning outcomes
There are **four** learning outcomes to this unit. The learner will:

1. Be able to communicate a team's purpose and objectives to the team members.
2. Be able to develop a plan with team members showing how team objectives
3. Be able to support team members identifying opportunities and providing support.
4. Be able to monitor and evaluate progress and recognise individual and team achievement.

### Guided learning hours
It is recommended that **35** hours should be allocated for this unit. This may be on a full-time or part-time basis.

### Endorsement of the unit by a sector or other appropriate body
This unit has been developed by the Management Standards Centre (MSC) and is endorsed by the Council for Administration (CfA), the sector skills council for leadership and management.

### Details of the relationship between the unit and relevant National Occupational Standards
This Unit directly relates to Leadership and Management NOS B5 Provide leadership for your team

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of number/Mathematics Level 2
- ICT Level 2

### Evidence requirements

This unit must assessed using evidence from the workplace i.e. observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc. Simulation is not allowed

## TLB5 Set objectives and provide support for team members

Learning outcomes and assessment criteria

### Outcome 1 Be able to communicate a team's purpose and objectives to the team members.

The learner can:

1 describe the purpose of a team.
2 set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).
3 communicate the team's purpose and objectives to its members

### Outcome 2 Be able to develop a plan with team members showing how team objectives will be met.

The learner can:

1 discuss with team members how team objectives will be met.
2 ensure team members to participate in the planning process and think creatively.
3 develop plans to meet team objectives.
4 set SMART personal work objectives with team members.

### Outcome 3 Be able to support team members identifying opportunities and providing support.

The learner can:

1 identify opportunities and difficulties faced by team members.
2 discuss identified opportunities and difficulties with team members.
3 provide advice and support to team members to overcome identified difficulties and challenges.
4 provide advice and support to team members to make the most of identified opportunities.

### Outcome 4 Be able to monitor and evaluate progress and recognise individual and team achievement.

The learner can:

1 monitor and evaluate individual and team activities and progress.
2 provide recognition when individual and team objectives have been

# BA493

## Support learning and development within own area of responsibility

## BA493 Support learning and development within own area of responsibility

**Level: 4**

**Credit value: 5**

### Unit aim
This unit aims to provide the learner with the skills and underpinning knowledge to understand the importance of learning and to develop a learning environment within own area of responsibility.

### Learning outcomes
There are **four** learning outcomes to this unit. The learner will:

1. Be able to identify the learning needs of colleagues in own area of responsibility
2. Understand how to develop a learning environment in own area of responsibility
3. Be able to support colleagues in learning and its application
4. Be able to evaluate learning outcomes and future learning and development of colleagues

### Guided learning hours
It is recommended that **25** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)
This unit directly relates to Management Standards Council (MSC) Unit D7.

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by Council for Administration (CfA), the sector skills council for business and administration.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of number/Mathematics Level 2
- ICT Level 2

### Unit assessment
Evidence may be supplied via witness testimony, professional discussion and questioning, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role

**Evidence generated for this unit of assessment may contribute towards other units including:** BA301, BA302, BA303, BA304, BA305, BA3091.

## BA493 Support learning and development within own area of responsibility

Learning outcomes and assessment criteria

### Outcome 1 Be able to identify the learning needs of colleagues in own area of responsibility

The learner can:

1 identify gaps between requirements of colleagues' current or future work roles and their existing knowledge, understanding and skills.
2 prioritise learning needs of colleagues.
3 produce personal development plans for colleagues in own area of responsibility

### Outcome 2 Understand how to develop a learning environment in own area of responsibility.

The learner can:

1 explain the benefits of continual learning and development.
2 explain how learning opportunities can be provided for own area of responsibility.

### Outcome 3 Be able to support colleagues in learning and its application

The learner can:

1 identify information, advice and guidance to support learning.
2 communicate to colleagues to take responsibility for their own learning.
3 explain to colleagues how to gain access to learning resources.
4 support colleagues to practise and reflect on what they have learned.

### Outcome 4 Be able to evaluate learning outcomes and future learning and development of colleagues

The learner can:

1 examine with each colleague, whether the learning activities undertaken have achieved the desired outcomes
2 support colleagues when updating their personal development plan

# STL58

## Team working

## STL58 Team working

**Level: 3**

**Credit value: 3**

### Unit aim
This unit aims to provide the learner with the skills and underpinning knowledge to understand the importance of learning and to develop a learning environment within own area of responsibility.

### Learning outcomes
There are **three** learning outcomes to this unit. The learner will:

1. Plan collaborative work with others
2. Seek to develop co-operative ways of working and check progress towards agreed objectives
3. Review work with others and agree ways of improving collaborative work in the future

### Guided learning hours
It is recommended that **30** hours should be allocated for this unit, although patterns of delivery are likely to vary.

### Details of the relationship between the unit and relevant national standards (if appropriate)
There are some direct relationships between the unit and those of other standards such as Key Skills, especially Wider Key Skills. No direct link but consultation with SSCs has confirmed that although there may be no direct link with occupational standards, many sectors have indicated that achievement of Employability units would be a distinct advantage.

### Endorsement of the unit by a sector or other appropriate body
This unit is endorsed by The Teaching Agency.

### Key/Functional skills
This unit could contribute towards the key/functional skills in the following areas:

- Communication/English Level 2
- Application of Number/Mathematics Level 2
- ICT Level 2

### Unit assessment
Evidence may be supplied via witness testimony, professional discussion and questioning, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role

## STL58 Team working

Learning outcomes and assessment criteria

### Outcome 1 Plan collaborative work with others

The learner can:

1 describe what makes groups or teams effective in the workplace
2 agree realistic objectives for working together and identify what needs to be done to achieve them
3 share relevant information to help agree roles and responsibilities
4 agree suitable working arrangements with other team members.

### Outcome 2 Seek to develop co-operative ways of working and check progress towards agreed objectives

The learner can:

1 organise and carry out tasks efficiently to meet his/her responsibilities
2 seek effective ways to work co-operatively, including ways to resolve conflict
3 share accurate information on progress and agree changes where necessary to achieve objectives.

### Outcome 3 Review work with others and agree ways of improving collaborative work in the future

The learner can:

1 provide a detailed account of what went well and less well from his/her point of view
2 identify factors influencing the outcome of working with others, including own role
3 identify ways of improving own work with others.

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