



# Training QualificationsUK

Qualification Specification

TQUK Level 3 Award in Supporting Teaching and Learning in Schools (RQF)

TQUK Level 3 Certificate in Supporting Teaching and Learning in Schools (RQF)

Qualification Number: 601/2728/4 and 601/2731/4

Version 11

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# Introduction

## Welcome to TQUK

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

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

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

## Centre Recognition

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

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

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

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

## Qualification Specifications

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

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

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

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

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

### **Reproduction of this document**

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

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

## Use of TQUK Logo, Name and Qualifications

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

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

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

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

# Introduction to the Qualification

The TQUK Level 3 Award in Supporting Teaching and Learning in Schools (RQF) and the TQUK Level 3 Certificate in Supporting Teaching and Learning in Schools (RQF) are regulated by Ofqual.

## Qualification Purpose

The TQUK Level 3 Award in Supporting Teaching and Learning in Schools (RQF) and TQUK Level 3 Certificate in Supporting Teaching and Learning in Schools (RQF) provide learners with the opportunity to develop skills, knowledge and understanding to enable them work in the following roles; teaching assistant, classroom assistant, learning support assistant, additional needs assistant, pastoral/welfare support assistant, bilingual support assistant or foundation stage assistant. The roles must be under the direction of the class teacher, whose lesson planning and day-to-day direction set the framework within which the individual works.

## Entry Requirements

There are no specific entry requirements, however, learners should have a minimum of Level 2 in literacy or equivalent. Learners should be keen to work in the sector to support teaching and learning in schools. They should also have attention to detail and be willing to work in a team environment, whilst also being willing to work using their own initiative when required.

The TQUK Level 3 Certificate in Supporting Teaching Learning in Schools (RQF), contains competence based units, therefore learners must be working in an appropriate school environment for a minimum of 12 hours per week. This can include voluntary and unpaid work.

There may be a requirement, by their employer, for learners to be checked by the Disclosure and Barring Service <https://www.gov.uk/disclosure-barring-service-check/overview> or if they intend to work with learners who are covered by these regulations (formerly Criminal Records Bureau CRB)). It is the learner's responsibility to seek advice from their employer regarding this.

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

## Progression

Successful learners can progress to other qualifications such as:

- Intermediate/Advanced Level Apprenticeship in Supporting Teaching and Learning in Schools
- Level 3 Certificate in Cover Supervision of pupils in Schools
- Level 3 Diploma in Specialist Support for Teaching and Learning in Schools
- Level 2 qualifications in Children's Care, Learning and Development, Play Work or Youth Work
- TQUK Level 3 Award in Supporting Teaching and Learning in Schools (RQF)

## Structure

Learners must achieve 12 credits from 4 mandatory units to be awarded the TQUK Level 3 Award in Supporting Teaching and Learning in Schools (RQF)

### Mandatory Units

| Title   | Unit ref.  | Level | Guided Learning Hours | Credit value |
|---|------------|-------|-----------------------|--------------|
| Communication and professional relationships with children, young people and adults | F/601/327  | 3     | 10                    | 2            |
| Schools as organisations  | A/601/3326 | 3     | 15                    | 3            |
| Understand Child and Young Person Development                                       | L/601/1693 | 3     | 30                    | 4            |
| Understand How to Safeguard the Wellbeing of Children and Young People.             | Y/601/1695 | 3     | 25                    | 3            |

Learners must achieve 32 credits from 11 mandatory units to be awarded the TQUK Level 3 Certificate in Supporting Teaching and Learning in Schools (RQF)

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



## Total Qualification Time

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

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

Total Qualification Time for the:

TQUK Level 3 Award in Supporting Teaching and Learning in Schools (RQF) is 120 hours.

TQUK Level 3 Certificate in Supporting Teaching and Learning in Schools (RQF) is 320 hours.

## Guided Learning Hours

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

GLH for this qualification is:

TQUK Level 3 Award in Supporting Teaching and Learning in Schools (RQF) is 80.

TQUK Level 3 Certificate in Supporting Teaching and Learning in Schools (RQF) 180.



## Assessment

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

All units must be assessed in line with the assessment principles developed by the Training and Development Agency for Schools (TDA).

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

Where indicated in the unit specifications, assessment must meet the requirements of the identified assessment strategy/principles.

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

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

## Centre Devised Assessment (CDA) Guidance

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

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

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website [www.tquk.org](http://www.tquk.org).

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

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

# Course Delivery

## Pre-Course Information

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

## Initial Assessment

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

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

## Teaching resources

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

# Learner Registration

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

Centres must register learners before any assessment can take place.

# Tutor, Assessor and Internal Quality Assurer Requirements

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

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

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

## Tutor

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

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

## Assessor

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

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

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

## Internal Quality Assurer

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

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

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

## External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical activities and remote reviews.

## Useful Websites

Health and Safety Executive [www.hse.gov.uk](http://www.hse.gov.uk)

Office of Qualifications and Examinations Regulation [www.ofqual.gov.uk](http://www.ofqual.gov.uk)

Register of Regulated Qualification <http://register.ofqual.gov.uk>

Health and Safety Executive NI <https://www.hseni.gov.uk/>

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

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

Department for the Economy <https://www.economy-ni.gov.uk/>

or Department of Education [www.deni.gov.uk](http://www.deni.gov.uk) for public funding in Northern Ireland

# Units of Assessment

|                        |  |   |   |
|------------------------|--|---|---|
| Title:                 |  | Communication and professional relationships with children, young people and adults<br>F/601/3327 |   |
| Level:                 |  | 3   |   |
| Credit value:          |  | 2   |   |
| Guided learning hours: |  | 10  |   |
| Learning outcomes      |  | Assessment criteria   |   |
| The learner will:      |  | The learner can:  |   |
| 1.                     | Understand the principles of developing positive relationships with children, young people and adults. | 1.1   | Explain why effective communication is important in developing positive relationships with children, young people and adults.   |
|                        |  | 1.2   | Explain the principles of relationship building with children, young people and adults.   |
|                        |  | 1.3   | Explain how different social, professional and cultural contexts may affect relationships and the way people communicate.   |
| 2.                     | Understand how to communicate with children, young people and adults.                                  | 2.1   | Explain the skills needed to communicate with children and young people.  |
|                        |  | 2.2   | Explain how to adapt communication with children and young people for: <ul style="list-style-type: none"> <li>the age of the child or young person</li> <li>the context of the communication</li> <li>communication differences.</li> </ul> |
|                        |  | 2.3   | Explain the main differences between communicating with adults and communicating with children and young people.  |
|                        |  | 2.4   | Explain how to adapt communication to meet different communication needs of adults.   |

|                              |   |     |   |
|------------------------------|---|-----|---|
|                              |   | 2.5 | Explain how to manage disagreements with children, young people and adults.   |
| 3.                           | Understand legislation, policies and procedures for confidentiality and sharing information, including data protection. | 3.1 | Summarise the main points of legislation and procedures covering confidentiality, data protection and the disclosure of information.        |
|                              |   | 3.2 | Explain the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this. |
|                              |   | 3.3 | Justify the kinds of situation when confidentiality protocols must be breached.   |
| Assessment requirements: N/A |   |     |   |

|                        |   |  |  |
|------------------------|---|--|--|
| Title:                 |   | Schools as organisations<br>A/601/3326 |  |
| Level:                 |   | 3                                      |  |
| Credit value:          |   | 3                                      |  |
| Guided learning hours: |   | 15                                     |  |
| Learning outcomes      |   | Assessment criteria                    |  |
| The learner will:      |   | The learner can:                       |  |
| 1                      | Know the structure of education from early years to post- compulsory education. | 1.1                                    | Summarise entitlement and provision for early years education.   |
|                        |   | 1.2                                    | Explain the characteristics of the different types of schools in relation to educational stage(s) and school governance.   |
|                        |   | 1.3                                    | Explain the post 16 options for young people and adults.   |
| 2                      | Understand how schools are organised in terms of roles and responsibilities.    | 2.1                                    | Explain the strategic purpose of: <ul style="list-style-type: none"> <li>• school governors</li> <li>• senior management team</li> <li>• other statutory roles e.g. SENCO</li> <li>• teachers</li> <li>• support staff roles.</li> </ul> |
|                        |   | 2.2                                    | Explain the roles of external professionals who may work with a school e.g. educational psychologist.  |
| 3                      | Understand school ethos, mission, aims and values.                              | 3.1                                    | Explain how the ethos, mission, aims and values of a school may be reflected in working practices.   |
|                        |   | 3.2                                    | Evaluate methods of communicating a school's ethos, mission, aims and values.  |
| 4                      | Know about the legislation affecting schools.                                   | 4.1                                    | Summarise the laws and codes of practice affecting work in schools.  |



|                              |   |     |  |
|------------------------------|---|-----|--|
|                              |   | 4.2 | Explain how legislation affects how schools work.  |
|                              |   | 4.3 | Explain the roles of regulatory bodies relevant to the education sector which exist to monitor and enforce the legislative framework, including: <ul style="list-style-type: none"><li>• general bodies such as the Health and Safety Executive</li><li>• school specific regulatory bodies.</li></ul> |
| 5                            | Understand the purpose of school policies and procedures. | 5.1 | Explain why schools have policies and procedures.  |
|                              |   | 5.2 | Summarise the policies and procedures schools may have relating to: <ul style="list-style-type: none"><li>• staff</li><li>• pupil welfare</li><li>• teaching and learning</li><li>• equality, diversity and inclusion.</li><li>• parental engagement</li></ul>   |
|                              |   | 5.3 | Evaluate how school policies and procedures may be developed and communicated.   |
| 6                            | Understand the wider context in which schools operate.    | 6.1 | Summarise the roles and responsibilities of national and local government for education policy and practice.   |
|                              |   | 6.2 | Explain the role of schools in national policies relating to children, young people and families.  |
|                              |   | 6.3 | Explain the roles of other organisations working with children and young people and how these may impact on the work of schools.   |
| Assessment requirements: N/A |   |     |  |

|                        |   |   |   |
|------------------------|---|---|---|
| Title:                 |   | Understand Child and Young Person Development<br>L/601/1693 |   |
| Level:                 |   | 3   |   |
| Credit value:          |   | 4   |   |
| Guided learning hours: |   | 30  |   |
| Learning outcomes      |   | Assessment criteria   |   |
| The learner will:      |   | The learner can:  |   |
| 1.                     | Understand the expected pattern of development for children and young people from birth - 19 years.   | 1.1   | Explain the sequence and rate of each aspect of development from birth – 19 years.  |
|                        |   | 1.2   | Explain the difference between sequence of development and rate of development and why the difference is important.   |
| 2                      | Understand the factors that influence children and young people's development and how these affect practice.  | 2.1   | Explain how children and young people's development is influenced by a range of personal factors.   |
|                        |   | 2.2   | Explain how children and young people's development is influenced by a range of external factors.   |
|                        |   | 2.3   | Explain how theories of development and frameworks to support development influence current practice.   |
| 3                      | Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern. | 3.1   | Explain how to monitor children and young people's development using different methods.   |
|                        |   | 3.2   | Explain the reasons why children and young people's development may not follow the expected pattern.  |
|                        |   | 3.3   | Explain how disability may affect development.  |
|                        |   | 3.4   | Explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern. |
| 4                      | Understand the importance of early intervention to support the speech, language and communication needs of children and young people.                     | 4.1   | Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition.            |

|   |   |     |   |
|---|---|-----|---|
|   |   | 4.2 | Explain how multi agency teams work together to support speech, language and communication.                     |
|   |   | 4.3 | Explain how play and activities are used to support the development of speech, language and communication.      |
| 5   | Understand the potential effects of transitions on children and young people's development. | 5.1 | Explain how different types of transitions can affect children and young people's development.                  |
|   |   | 5.2 | Evaluate the effect on children and young people of having positive relationships during periods of transition. |
| <b>Assessment requirements:</b> Unit should be assessed in line with the Skills for Care and Development Assessment Principles. |   |     |   |

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

|   |  |     |  |
|---|--|-----|--|
| 3 | Understand the importance of ensuring children and young people's safety and protection in the work setting. | 3.1 | Explain why it is important to ensure children and young people are protected from harm within the work setting.   |
|   |  | 3.2 | Explain policies and procedures that are in place to protect children and young people and adults who work with them.  |
|   |  | 3.3 | Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected. |
|   |  | 3.4 | Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits.  |
| 4 | Understand how to respond to evidence or concerns that a child or young person has been abused or harmed.    | 4.1 | Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding.  |
|   |  | 4.2 | Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting.   |
|   |  | 4.3 | Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged.  |
| 5 | Understand how to respond to evidence or concerns that a child or young person has been bullied.             | 5.1 | Explain different types of bullying and the potential effects on children and young people.  |
|   |  | 5.2 | Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place.                       |
|   |  | 5.3 | Explain how to support a child or young person and/or their family when bullying is suspected or alleged.  |
| 6 | Understand how to work with children and young people to support their safety and wellbeing.                 | 6.1 | Explain how to support children and young people's self- confidence and self-esteem.   |

|   |  |     |  |
|---|--|-----|--|
|   |  | 6.2 | Analyse the importance of supporting resilience in children and young people.  |
|   |  | 6.3 | Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety.   |
|   |  | 6.4 | Explain ways of empowering children and young people to make positive and informed choices that support their well being and safety.   |
| 7   | Understand the importance of e-safety for children and young people. | 7.1 | Explain the risks and possible consequences for children and young people of being online and of using a mobile phone.   |
|   |  | 7.2 | Describe ways of reducing risk to children and young people from: <ul style="list-style-type: none"><li>• social networking</li><li>• internet use</li><li>• buying online</li><li>• using a mobile phone.</li></ul> |
| <b>Assessment requirements:</b> Unit should be assessed in line with the Skills for Care and Development Assessment Principles. |  |     |  |

|                        |  |   |  |
|------------------------|--|---|--|
| Title:                 |  | Support assessment for learning<br>A/601/4072 |  |
| Level:                 |  | 3   |  |
| Credit value:          |  | 4   |  |
| Guided learning hours: |  | 20  |  |
| Learning outcomes      |  | Assessment criteria                           |  |
| The learner will:      |  | The learner can:                              |  |
| 1                      | Understand the purpose and characteristics of assessment for learning. | 1.1   | Compare and contrast the roles of the teacher and the learning support practitioner in assessment of learners' achievements.   |
|                        |  | 1.2   | Summarise the difference between formative and summative assessment.   |
|                        |  | 1.3   | Explain the characteristics of assessment for learning.  |
|                        |  | 1.4   | Explain the importance and benefits of assessment for learning.  |
|                        |  | 1.5   | Explain how assessment for learning can contribute to planning for future learning carried out by: <ul style="list-style-type: none"> <li>the teacher</li> <li>the learners</li> <li>the learning support practitioner.</li> </ul> |
| 2                      | Be able to use assessment strategies to promote learning.              | 2.1   | Obtain the information required to support assessment for learning.  |
|                        |  | 2.2   | Use clear language and examples to discuss and clarify personalised learning goals and criteria for assessing progress with learners.  |
|                        |  | 2.3   | Use assessment opportunities and strategies to gain information and make judgements about how well learners are participating in activities and the progress they are making.  |
|                        |  | 2.4   | Provide constructive feedback to learners to help them understand what they have done well and what they need to develop.  |



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|   |  | 2.5 | Provide opportunities and encouragement for learners to improve upon their work.   |
| 3 | Be able to support learners in reviewing their learning strategies and achievements. | 3.1 | Use information gained from monitoring learner participation and progress to help learners to review their learning strategies, achievements and future learning needs.  |
|   |  | 3.2 | Listen carefully to learners and positively encourage them to communicate their needs and ideas for future learning.   |
|   |  | 3.3 | Support learners in using peer assessment and self-assessment to evaluate their learning achievements.   |
|   |  | 3.4 | Support learners to: <ul style="list-style-type: none"> <li>• reflect on their learning</li> <li>• identify the progress they have made</li> <li>• identify their emerging learning needs</li> <li>• identify the strengths and weaknesses of their learning strategies and plan how to improve them.</li> </ul> |
| 4 | Be able to contribute to reviewing assessment for learning.                          | 4.1 | Provide feedback to the teacher on: <ul style="list-style-type: none"> <li>• learner participation and progress in the learning activities</li> <li>• learners' engagement in and response to assessment for learning</li> <li>• learners' progress in taking responsibility for their own learning.</li> </ul>  |
|   |  | 4.2 | Use the outcomes of assessment for learning to reflect on and improve own contribution to supporting learning.   |

**Assessment requirements:** This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1 and 4.2 must be assessed in the workplace.

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

Information required to support assessment for learning:

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

Personalised learning goals will reflect the learning objectives of activities and take account of the past

achievements and current learning needs of individual learners.

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

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

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|------------------------|--|---|---|
| Title:                 |  | Support learning activities<br>F/601/4073 |   |
| Level:                 |  | 3   |   |
| Credit value:          |  | 4   |   |
| Guided learning hours: |  | 20  |   |
| Learning outcomes      |  | Assessment criteria                       |   |
| The learner will:      |  | The learner can:                          |   |
| 1.                     | Be able to contribute to planning learning activities. | 1.1                                       | Explain how a learning support practitioner may contribute to the planning, delivery and review of learning activities.                           |
|                        |  | 1.2                                       | Evaluate own strengths and weaknesses in relation to supporting learning activities and how these may impact on the support that can be provided. |
|                        |  | 1.3                                       | Use knowledge of the learners and curriculum to contribute to the teacher's planning.   |
|                        |  | 1.4                                       | Offer constructive suggestions for own role in supporting planned learning activities.  |
|                        |  | 1.5                                       | Identify and obtain the information required to support learning activities.  |
| 2.                     | Be able to prepare for learning activities.            | 2.1                                       | Select and prepare the resources required for the planned learning activities.  |
|                        |  | 2.2                                       | Develop and adapt resources to meet the needs of learners.  |
|                        |  | 2.3                                       | Ensure the learning environment meets relevant health, safety, security and access requirements.  |
| 3.                     | Be able to support learning activities.                | 3.1                                       | Select and demonstrate learning support strategies to meet the needs of learners.   |
|                        |  | 3.2                                       | Explain how social organisation and relationships may affect the learning process.  |
|                        |  | 3.3                                       | Give attention to learners in a way that balances the needs of individuals and the group as a whole.  |
|                        |  | 3.4                                       | Demonstrate ways of encouraging learners to take responsibility for their own learning.   |

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|    |  | 3.5 | Demonstrate ways of supporting learners to develop: <ul style="list-style-type: none"> <li>• literacy skills</li> <li>• numeracy skills</li> <li>• ICT skills</li> <li>• Problem solving skills.</li> </ul>  |
|    |  | 3.6 | Explain the sorts of problems that might occur when supporting learning activities and how to deal with these.   |
| 4. | Be able to observe and report on learner participation and progress.                   | 4.1 | Apply skills and techniques for monitoring learners' response to learning activities.  |
|    |  | 4.2 | Assess how well learners are participating in activities and the progress they are making.   |
|    |  | 4.3 | Record observations and assessments of learner participation and progress in the required format.  |
| 5. | Be able to contribute to the evaluation of learning activities.                        | 5.1 | Explain the importance of evaluating learning activities.  |
|    |  | 5.2 | Use the outcomes of observations and assessments to: <ul style="list-style-type: none"> <li>• provide feedback to learners on progress made</li> <li>• provide the teacher with constructive feedback on the learning activities</li> <li>• provide the teacher with feedback on learners' participation and progress</li> <li>• reflect on and improve own practice in supporting learning activities.</li> </ul> |
| 6. | Be able to evaluate own practice in relation to supporting literacy, numeracy and ICT. | 6.1 | Evaluate how own knowledge, understanding and skills in literacy, numeracy and ICT impact on practice.   |
|    |  | 6.2 | Develop a plan for improving own knowledge, understanding and skills in literacy, numeracy and ICT.  |

#### Assessment requirements:

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

Assessment criteria 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3 and 5.2 must be assessed in the workplace.

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.

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|------------------------|---|---|--|
| Title:                 |   | Engage in personal development in health, social care or children's and young people's settings<br>A/601/1429 |  |
| Level:                 |   | 3   |  |
| Credit value:          |   | 3   |  |
| Guided learning hours: |   | 10  |  |
| Learning outcomes      |   | Assessment criteria   |  |
| The learner will:      |   | The learner can:  |  |
| 1                      | Understand what is required for competence in own work role.                            | 1.1   | Describe the duties and responsibilities of own work role.   |
|                        |   | 1.2   | Explain expectations about own work role as expressed in relevant standards.   |
| 2                      | Be able to reflect on practice  | 2.1   | Explain the importance of reflective practice in continuously improving the quality of service provided.                               |
|                        |   | 2.2   | Demonstrate the ability to reflect on practice.  |
|                        |   | 2.3   | Describe how own values, belief systems and experiences may affect working practice.   |
| 3                      | Be able to evaluate own performance.  | 3.1   | Evaluate own knowledge, performance and understanding against relevant standards.  |
|                        |   | 3.2   | Demonstrate use of feedback to evaluate own performance and inform development.  |
| 4                      | Be able to agree a personal development plan.   | 4.1   | Identify sources of support for planning and reviewing own development.  |
|                        |   | 4.2   | Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities. |
|                        |   | 4.3   | Demonstrate how to work with others to agree own personal development plan.  |
| 5                      | Be able to use learning opportunities and reflective practice to contribute to personal | 5.1   | Evaluate how learning activities have affected practice.   |

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|  | development. | 5.2 | Demonstrate how reflective practice has led to improved ways of working. |
|  |              | 5.3 | Show how to record progress in relation to personal development.         |
| <b>Assessment requirements:</b> Assessment of this unit must adhere to the requirements of Skills for Care and Development /Skills for Health assessment strategy. |              |     |  |



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|------------------------|--|--|---|
| Title:                 |  | Promote children and young people's positive behaviour<br>A/601/4069 |   |
| Level:                 |  | 3  |   |
| Credit value:          |  | 3  |   |
| Guided learning hours: |  | 15   |   |
| Learning outcomes      |  | Assessment criteria  |   |
| The learner will:      |  | The learner can:   |   |
| 1                      | Understand policies and procedures for promoting children and young people's positive behaviour. | 1.1  | Summarise the policies and procedures of the setting relevant to promoting children and young people's positive behaviour.  |
|                        |  | 1.2  | Evaluate how the policies and procedures of the setting support children and young people to: <ul style="list-style-type: none"> <li>• feel safe</li> <li>• make a positive contribution</li> <li>• develop social and emotional skills</li> <li>• understand expectations and limits.</li> </ul> |
|                        |  | 1.3  | Explain the benefits of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting.  |
| 2                      | Be able to promote positive behaviour.   | 2.1  | Explain the benefits of actively promoting positive aspects of behaviour.   |
|                        |  | 2.2  | Demonstrate ways of establishing ground rules with children and young people which underpin appropriate behaviour and respect for others.   |
|                        |  | 2.3  | Demonstrate strategies for promoting positive behavior according to the policies and procedures of the setting.   |
|                        |  | 2.4  | Demonstrate realistic, consistent and supportive responses to children and young people's behaviour.  |
|                        |  | 2.5  | Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting.  |

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

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|  |  |     | effectiveness of rewards and sanctions.  |
|  |  | 5.4 | Provide clear and considered feedback on the effectiveness of behaviour management strategies to inform policy review and development. |
| <p><b>Assessment requirements:</b> This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3 and 5.4 must be assessed in the workplace.</p> <p>Policies and procedures of the setting relevant to promoting positive behaviour e.g.:</p> <ul style="list-style-type: none"> <li>• behaviour policy</li> <li>• code of conduct</li> <li>• rewards and sanctions</li> <li>• dealing with conflict and inappropriate behaviour</li> <li>• anti-bullying</li> <li>• attendance.</li> </ul> <p>Inappropriate behaviour is behaviour which conflicts with the accepted values and beliefs of the setting and society. Inappropriate behaviour may be demonstrated through speech, writing, non- verbal behaviour or physical abuse.</p> <p>Challenging behaviour may involve:</p> <ul style="list-style-type: none"> <li>• verbal abuse (eg. racist comments, threats, bullying others)</li> <li>• physical abuse (such as assault of others, damaging property)</li> <li>• behaviour which is destructive to the child/young person</li> <li>• behaviour which is illegal.</li> </ul> |  |     |  |

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

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|   |  | 3.3 | Give example from own practice of supporting children or young people to assess and manage risk.                                    |
| 4   | Understand appropriate responses to accidents, incidents emergencies and illness in work settings and off site visits. | 4.1 | Explain the policies and procedures of the setting or service in response to accidents, incidents, emergencies and illness.         |
|   |  | 4.2 | Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies. |
| <b>Assessment requirements:</b> Assessment of Learning Outcome 2 must take place in a real work environment. Simulation is not permitted. |  |     |   |
| Unit should be assessed in line with the Skills for Care and Development Assessment Principles.   |  |     |   |

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| Title:                 |   | Develop professional relationships with children, young people and adults<br>H/601/4065 |  |
| Level:                 |   | 3   |  |
| Credit value:          |   | 2   |  |
| Guided learning hours: |   | 10  |  |
| Learning outcomes      |   | Assessment criteria   |  |
| The learner will:      |   | The learner can:  |  |
| 1                      | Be able to develop professional relationships with children and young people. | 1.1   | Demonstrate how to establish rapport and respectful, trusting relationships with children and young people.  |
|                        |   | 1.2   | Demonstrate supportive and realistic responses to children and young people's questions, ideas, suggestions and concerns.  |
|                        |   | 1.3   | Demonstrate how to support children and young people in making choices for themselves.   |
|                        |   | 1.4   | Give attention to individual children and young people in a way that is fair to them and the group as a whole.   |
| 2                      | Be able to communicate with children and young people.                        | 2.1   | Use different forms of communication to meet the needs of children and young people.   |
|                        |   | 2.2   | Demonstrate how to adapt communication with children and young people for: <ul style="list-style-type: none"> <li>the age and stage of development of the child or young person</li> <li>the context of the communication</li> <li>communication differences.</li> </ul> |
|                        |   | 2.3   | Demonstrate strategies and techniques to promote understanding and trust in communication with children and young people.  |
| 3.                     | Be able to develop professional relationships with adults.                    | 3.1   | Demonstrate how to establish rapport and professional relationships with adults.   |

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|   |  | 3.2 | Demonstrate how to adapt communication with adults for: <ul style="list-style-type: none"> <li>• cultural and social differences</li> <li>• the context of the communication</li> <li>• communication differences.</li> </ul>                                      |
|   |  | 3.3 | Demonstrate strategies and techniques to promote understanding and trust in communication with adults.   |
|   |  | 3.4 | Use skills and techniques to resolve misunderstandings and conflicts constructively.   |
|   |  | 3.5 | Explain when and how to refer other adults to further sources of information and advice or support.  |
| 4 | Be able to support children and young people in developing relationships.                                    | 4.1 | Demonstrate ways of helping children and young people to understand the value and importance of positive relationships with others.  |
|   |  | 4.2 | Provide an effective role model in own relationships with children, young people and adults.   |
|   |  | 4.3 | Use appropriate strategies for encouraging and supporting children and young people to understand and respect other people's: <ul style="list-style-type: none"> <li>• individuality, diversity and differences</li> <li>• feelings and points of view.</li> </ul> |
|   |  | 4.4 | Demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves.   |
|   |  | 4.5 | Provide encouragement and support for other adults in the setting to have positive relationships with children and young people.   |
| 5 | Be able to comply with policies and procedures for confidentiality, sharing information and data protection. | 5.1 | Apply the setting's policies and procedures for: <ul style="list-style-type: none"> <li>• sharing information</li> <li>• confidentiality</li> </ul>  |



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|  |  |     | <ul style="list-style-type: none"> <li>• data protection.</li> </ul>  |
|  |  | 5.2 | Demonstrate how to report and record information formally and informally in the appropriate way for the audience concerned. |

**Assessment requirements:** This unit must be assessed in accordance with the TDA assessment principles. All assessment criteria other than 3.5 must be assessed in the workplace.

Forms of communication e.g.

- spoken language
- play
- body language
- sign language.

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

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

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

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

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|--|--|--|---|
| Title:                                 |  | Promote equality, diversity and inclusion in work with children and young people<br>M/601/4070 |   |
| Level:                                 |  | 3  |   |
| Credit value:                          |  | 2  |   |
| Guided learning hours                  |  | 10   |   |
| Learning outcomes<br>The learner will: |  | Assessment criteria<br>The learner can:  |   |
| 1.                                     | Be able to promote equality and diversity in work with children and young people.            | 1.1  | Identify the current legislation and codes of practice relevant to the promotion of equality and valuing of diversity.                          |
|  |  | 1.2  | Explain the importance of promoting the rights of all children and young people to participation and equality of access.                        |
|  |  | 1.3  | Explain the importance and benefits of valuing and promoting cultural diversity in work with children and young people.                         |
|  |  | 1.4  | Interact with children and young people in a way that values diversity and respects cultural, religious and ethnic differences.                 |
|  |  | 1.5  | Demonstrate ways of applying the principles of equality, diversity and anti-discriminatory practice in own work with children and young people. |
| 2.                                     | Understand the impact of prejudice and discrimination on children and young people.          | 2.1  | Explain ways in which children and young people can experience prejudice and discrimination.  |
|  |  | 2.2  | Analyse the impact of prejudice and discrimination on children and young people.  |
|  |  | 2.3  | Evaluate how own attitudes, values and behaviour could impact on work with children and young people.   |
|  |  | 2.4  | Explain how to promote anti-discriminatory practice in work with children and young people.   |
|  |  | 2.5  | Explain how to challenge discrimination.  |
| 3                                      | Be able to support inclusion and inclusive practices in work with children and young people. | 3.1  | Explain what is meant by inclusion and inclusive practices.   |
|  |  | 3.2  | Identify barriers to children and young people's  |

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|  |  |     | participation.   |
|  |  | 3.3 | Demonstrate ways of supporting inclusion and inclusive practices in own work with children and young people. |

**Assessment requirements:** This unit is about knowledge and competence.

All assessment criteria other than 1.4, 1.5, and 3.3 are knowledge-based. Assessment decisions for these criteria must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

Assessment criteria 1.4, 1.5 and 3.3 are competence-based. Competence based assessment must include direct observation as the main source of evidence. Simulation is not allowed for competence-based elements. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Further guidance can be found in Section 2 of the Training and Development Agency for Schools QCF Assessment Principles (see Appendix A at the end of this document).