Summary of "be able to" assessment criteria

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

Summary of changes

This section summarises the changes to this document.

Version	Publication Date	Summary of amendments
v1.0	February 2019	First publication
v2.0	June 2019	Removal of STL3C2

Assessing skills/competence for the Level 3 Diploma in Supporting Teaching and Learning

We have created this document to support Assessors in identifying all the skills/competency ('Be able to') assessment criteria within the NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2496/X). This document will:

- identify the assessment criteria that will be assessed as skills/competency in relation to the learner's own practical experience
- suggest assessment methods which can be applied to each assessment criterion.

A summary of the assessment methods can be found in the table over the page.

The example shows how Assessors could track their evidence by ticking the assessment criteria selected. This does not preclude the need for actual evidence production. For example, there must be evidence that direct observation has taken place, and the learner will need to log all evidence appropriately.

Individual learner progress must be tracked and progress shared at standardisation meetings.

Supporting placement staff

This document will support placement staff by:

- listing all the skills/competencies the learner must achieve in order to evidence assessment criteria
- identifying the opportunities for Expert Witness Testimony (EWT).

Whilst there is no mandatory requirement for a Professional Development Record to achieve the units, this document could be used as an opportunity for reflection with the learner and included as part of professional development.

Further guidance

Your External Quality Assurer or Subject Specialists will be able to support you with the use of these documents.

Recommended assessment methods

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

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

Please refer to the notes relating to **Expert Witness Testimony** which follows this table

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by assessor • by a tutor/teacher/assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness Testimony* • when directed by the Sector Skills Council or other assessment strategy/principles	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by us (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert Witness Testimony (EWT)** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

• when assessment may cause distress to an individual, such as supporting a child with a specific need
• a rarely occurring situation, such as dealing with an accident or illness
• confidential situations, such as Safeguarding Strategy meetings, where it would be inappropriate for an assessor to observe the learner's performance.

Mandatory Units

Unit STL3C4: Develop professional relationships with children, young people and adults		Suggested assessment method	Tracking
3 Be able to develop professional relationships with children and young people	3.1 Show how to establish rapport and respectful, trusting relationships with children and young people	Direct observation	
	3.2 Show how to support children and young people in making choices for themselves	Direct observation	
	3.3 Give attention to individual children and young people in a way that is fair to them and the group as a whole	Direct observation	
4 Be able to communicate with children and young people	4.1 Use different forms of communication to meet the needs of children and young people	Direct observation	
	4.2 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	Direct observation	

Unit STL3C4: Develop professional relationships with children, young people and adults		Suggested assessment method	Tracking
	4.3 Explain learners' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images	Professional discussion	
5 Be able to develop professional relationships with adults	5.1 Demonstrate how to establish rapport and professional relationships with adults using techniques to promote mutual trust and understanding	Direct observation	
	5.2 Demonstrate how to adapt communication with adults for: • cultural and social differences • the context of the communication • communication differences	Direct observation Professional discussion Reflective account	
6 Be able to support children and young people in developing relationships	6.1 Use ways of helping children and young people to understand the value of positive relationships with others	Direct observation	
	6.2 Show how to be an effective role model in own relationships with children and young people	Direct observation	

Unit STL3C4: Develop professional relationships with children, young people and adults		Suggested assessment method	Tracking
	6.3 Demonstrate ways of encouraging and supporting children and young people to: • understand and respect other people's individuality • deal with conflict for themselves • respect the feelings and points of view of others	Direct observation Professional discussion Reflective account	
7 Be able to support inclusion and inclusive practices in work with children and young people	7.1 Explain what is meant by inclusion and inclusive practices	Professional discussion	
	7.2 Identify barriers to children and young people's participation	Professional discussion	
	7.3 Demonstrate ways of supporting inclusion and inclusive practices in own work with children and young people	Direct observation	

Unit STL3C6: Support positive behaviour in children and young people		Suggested assessment method	Tracking
2 Be able to promote positive behaviour	2.1 Review expectations in relation to behaviour when working with others	Reflective account	
	2.2 Explain strategies for promoting positive behaviour according to the policies and procedures of the setting	Professional discussion	
	2.3 Use effective role model behaviour for the standards of behaviour expected of children, young people and adults within the learning environment	Direct observation	
3 Be able to manage behaviour that challenges in a learning environment	3.1 Demonstrate strategies to minimise disruption in a teaching and learning environment	Direct observation	
	3.2 Use policies and procedures to manage behaviour that challenges	Direct observation Professional discussion	
	3.3 Provide support for colleagues in relation to behaviour that challenges	Direct observation Professional discussion	
	3.4 Explain referral processes in line with policies and procedures for behaviour that challenges	Professional discussion	

Unit STL3C7: Support children and young people during learning activities		Suggested assessment method	Tracking
1 Be able to contribute to planning learning activities	1.1 Explain how support staff may contribute to the planning, delivery and review of learning activities to support teaching and learning	Professional discussion Work products	
	1.2 Use knowledge of children and young people to contribute to planning and offer constructive suggestions for own role	Professional discussion Work products	
2 Be able to prepare for learning activities	2.1 Select and prepare the resources required for the planned learning activities	Direct observation Professional discussion	
	2.2 Explain the objectives, content and intended outcomes of learning activities	Professional discussion	
	2.3 Develop and adapt resources to meet the needs of learners	Direct observation Professional discussion	
3 Be able to support learning activities	3.1 Select and demonstrate learning support strategies to meet the needs of learners	Direct observation	
	3.2 Show how to work in partnership with others to support learning activities	Direct observation	

Unit STL3C7: Support children and young people during learning activities		Suggested assessment method	Tracking
	3.3 Show how to support the inclusion of all learners involved in learning activities	Direct observation	
	3.4 Explain barriers when supporting learning activities and how to overcome these	Professional discussion	
	3.5 Show how to support learning in different environments: • indoor • outdoor	Direct observation	
4 Be able to observe and report on learner participation and progress	4.1 Assess learner development, participation and progress	Professional discussion Work products	
	4.2 Use required methods and materials to record observations and feedback to others on learner development, participation and progress	Direct observation Work products	
5 Be able to contribute to the evaluation of learning activities	5.1 Show how to contribute to the evaluation of learning activities	Professional discussion Work products	
	5.2 Use the outcomes of observations and assessments to: • provide feedback to learners on their progress	Direct observation Work products	

Unit STL3C7: Support children and young people during learning activities		Suggested assessment method	Tracking
	• provide the teacher with constructive feedback on the learning activities		
	5.3 Reflect on own practice in supporting learning activities	Reflective account Professional discussion	

Unit STL3C8: Support English and maths skills*		Suggested assessment method	Tracking
Please note that in Welsh Speaking Schools, all learning outcomes and assessment criteria can be delivered and achieved in the context of the Welsh rather than the English language			
1 Be able to identify learner needs for English and maths support	1.1 Collate information about learners': • English and maths skills • learning targets • English and maths support needs	Direct observation Work products	
	1.2 Identify and explain: • the teaching and learning objectives of a planned activity • the English and maths demands of learning activities	Professional discussion	
2 Be able to provide English support to help learners' access teaching and learning	2.1 Use knowledge of the individual needs of learners to provide English support	Direct observation	

Unit STL3C8: Support English and maths skills*		Suggested assessment method	Tracking
Please note that in Welsh Speaking Schools, all learning outcomes and assessment criteria can be delivered and achieved in the context of the Welsh rather than the English language			
	2.2 Use opportunities to support the development of learners' English skills	Direct observation	
	2.3 Use a range of strategies for supporting learners to develop reading and writing and communication skills	Direct observation	
	2.4 Show how to work with children and young people in ways that encourage self-esteem and confidence in relation to English skills	Direct observation	
3 Be able to provide maths support to help learners access teaching and learning	3.1 Use knowledge of the individual needs of learners to provide maths support	Direct observation	
	3.2 Use opportunities to support the development of learners' maths skills	Direct observation	
	3.3 Use a range of **strategies** for supporting learners to use and solve mathematical problems	Direct observation	
	3.4 Show how to work with children and young people in ways that encourage self-esteem and confidence in relation to maths skills	Direct observation	

Unit STL3C9: Support the use of ICT in the learning environment		Suggested assessment method	Tracking
3 Be able to support the use of ICT for teaching and learning	3.1 Use ICT resources correctly and safely, when asked to do so	Direct observation	
	3.2 Give clear guidance and instructions to others on the use of ICT resources	Direct observation	
	3.3 Provide an appropriate level of assistance to enable learners to experience a sense of achievement, maintain self-confidence and encourage self-help skills in the use of ICT	Direct observation	
	3.4 Describe the sorts of problems that might occur when supporting learners using ICT and how to deal with these	Professional discussion	

Unit STL3C10: Support assessment for learning		Suggested assessment method	Tracking
2 Be able to use assessment strategies to promote learning	2.1 Use clear language and examples to discuss and clarify personalised learning goals and criteria for assessing progress with learners	Direct observation	
	2.2 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	Direct observation	
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	Direct observation	
	3.2 Demonstrate ways to encourage learners to communicate their needs and ideas for future learning	Direct observation	
	3.3 Show how to support learners in using peer assessment and self-assessment to evaluate their learning achievements	Direct observation	

Unit STL3C10: Support assessment for learning		Suggested assessment method	Tracking
	3.4 Show how to 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	Direct observation	
4 Be able to contribute to reviewing assessment for learning	4.1 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	Direct observation Work products EWT	
5 Be able to maintain learner records	5.1 Collate the information needed to update learner records from valid and reliable sources	Direct observation Work products	
	5.2 Show how to raise any concerns about the information with the relevant people	Direct observation Professional discussion EWT	
	5.3 Review learner records to ensure they are accurate, complete and up to date	Professional discussion Work products Reflective account	

Unit STL3C10: Support assessment for learning		Suggested assessment method	Tracking
	5.4 Show how to maintain confidentiality according to organisational and legal requirements	Direct observation Professional discussion	
	5.5 Use organisational procedures to ensure secure storage of learner records	Direct observation Professional discussion	

Unit STL3C11: Engage in personal and professional development		Suggested assessment method	Tracking
The learner will continually demonstrate and gather evidence for this unit throughout the qualification			
2 Be able to reflect on organisational practice	2.1 Explain how reflection supports improving the quality of the learning environment	Professional discussion	
	2.2 Demonstrate the ability to reflect on practice	Reflective account	
	2.3 Describe how own values, belief systems and experiences may affect working practice	Professional discussion	
3 Be able to evaluate own performance	3.1 Evaluate own knowledge, performance and understanding against internal or external benchmarks	Reflective account	
	3.2 Demonstrate use of feedback to evaluate own performance and inform development	Reflective account	
4 Be able to agree a personal development plan	4.1 Identify sources of support for planning and reviewing own development	Work products Reflective account	
	4.2 Show how to work with others to review and prioritise own learning needs, professional interests and development opportunities	Work products	

Unit STL3C11: Engage in personal and professional development		Suggested assessment method	Tracking
The learner will continually demonstrate and gather evidence for this unit throughout the qualification			
	4.3 Show how to work with others to agree a personal development plan and set targets	Work products	
5 Be able to use learning opportunities and reflective practice to contribute to personal development	5.1 Evaluate how learning opportunities identified in your personal development plan have improved performance	Work products Reflective account	
	5.2 Explain how reflection on own practice has led to improved ways of working	Reflective account	
	5.3 Show how to record progress in relation to a personal development plan	Work products	

Unit STL3D12: Support children and young people's speech, language and communication		Suggested assessment method	Tracking
3 Be able to provide support for the speech, language and communication development of children and young people in the learning environment	3.1 Demonstrate how to provide support for speech, language and communication for individuals, children and/or young people taking into account the: • age • specific needs • abilities • home language • children and young people's own interests	Direct observation	
	3.2 Analyse how the use of technology supports the development of speech, language and communication	Reflective account Professional discussion	
	3.3 Demonstrate how to work with children and young people to develop speech, language and communication in the following situations: • 1:1 basis • groups	Direct observation	
	3.4 Demonstrate ways of supporting children and young people with communication and interaction needs to actively participate in learning tasks and activities	Direct observation	

Unit STL3D12: Support children and young people's speech, language and communication		Suggested assessment method	Tracking
4 Be able to contribute to maintaining a positive environment that supports speech, language and communication	4.1 Show how to create a positive environment for supporting speech, language and communication development	Direct observation	
	4.2 Reflect on own role in relation to supporting speech, language and communication development	Reflective account	

Unit STL3D15: Support children and young people during transitions		Suggested assessment method	Tracking
2 Be able to recognise and respond to transitions in children and young people's lives	2.1 Explain the signs and indications that a child or young person is experiencing a transition in their life	Professional discussion	
	2.2 Provide opportunities for children and young people to explore and discuss significant events and experiences that may impact on them	Direct observation Work products Reflective accounts	
	2.3 Identify signs of concern or distress in children or young people which may relate to a transitional experience	Direct observation Professional discussion	
	2.4 Show how to recognise and take account of any signs of change in the attitude and behaviour of individual children or young people	Direct observation Reflective account	
	2.5 Use procedures of own work setting to share information or concerns about children or young people with the appropriate person	Direct observation Reflective account Work products	
3 Be able to support children and young people to manage transitions in their lives	3.1 Show ways of supporting children and young people to manage transitions in their lives	Direct observation	

Unit STL3D15: Support children and young people during transitions	Suggested assessment method	Tracking
3.2 Provide opportunities for children and young people to discuss the effects and results of transition	Direct observation	

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* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.