Qualification Specification

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

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

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

Contents

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains details of all the units you will be required to complete to gain these qualifications. It also contains extra information for tutors and/or assessors.

How the qualifications work

These qualifications are made up of units each representing a small step of learning. This allows the qualifications to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** – shows how difficult it is
- a **credit value** – one credit represents about 10 hours' work
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence)

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know substances which are commonly misused.	1.1. List **categories** of substances which are commonly misused.		
	1.2. Identify substances which are commonly misused.		

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a tutor or assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Assurer.

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence-/Skills-based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

Knowledge-based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.

For your convenience, knowledge-only units are indicated by a lightbulb in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a lightbulb, it is a skills unit or contains a mix of knowledge and skills.

Making use of our websites

Our websites are maintained on a regular basis and this is where the most up to date documents can be found. We strongly advise that these should be used as a resource on an ongoing basis to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

The Public Website

Our public website address is: www.cache.org.uk. The website contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications
- Other support materials

There are also some other key documents that can be referred to when required. For example:

- Complaints Procedure
- Appeals Process
- Diversity Statement

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website. **This site is for Approved Centres only.**

To access this secure site please log in using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work that has been copied from someone or somewhere else to be your own. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's disciplinary procedure or ours. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

Section 2: About these qualifications

Qualification summary	
Title	NCFE CACHE Level 3 Award in Support Teaching and Learning
Qualification number	QRN 603/2495/8
Aim	This qualification provides learners with an understanding of the knowledge needed when working directly with children and young people in a school or college environment. It will enable learners to gain an understanding of elements including children and young people's development and safeguarding their welfare. It is suitable for learners who are not yet working in a Level 3 school or college role but are able to achieve at this level. It is also suitable as initial training.
Purpose Ofqual code and description (where applicable)	C. Prepare for employment C2. Prepare for employment in a specific occupational area
Total Qualification Time (hours)	120
Guided Learning (hours)	85
Credit value	12
Minimum age of learner	16 years
Age ranges covered by the qualification	From 5 years of age. Please note that some knowledge of development in the early years has been included in the specification to enhance learners' understanding.
Real work environment (RWE) requirement / recommendation	Learners do not need to be working or undertaking practical placements to take this qualification.
Rules of combination	All units are mandatory.
Progression including job roles (where applicable)	Learners can progress onto the Level 3 Certificate in Supporting Teaching and Learning or into the workforce.

Recommended assessment methods	All units will be internally assessed using a range of methods which could include: direct observation within the workplace, written assignments and professional discussion in line with the assessment of learning provided for each unit.
Additional assessment requirements	All units must be assessed in line with our assessment principles.
Additional information	Learning environment refers to the different types of schools and colleges
Grading system	The qualification will be graded Achieved or Not Yet Achieved and all the assessment criteria must be achieved in order to obtain the award.
How long will it take to complete?	The award can usually be completed within six months.
Entry requirements / recommendations	Learners must be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines.

Title	NCFE CACHE Level 3 Certificate in Support Teaching and Learning
Qualification number	QRN 603/2498/3
Aim	This qualification provides learners with an understanding of the knowledge needed when working directly with children and young people in a school or college environment. It will enable learners to gain an understanding of elements including children and young people's development, safeguarding their welfare, and communication and professional relationships. It is aimed at learners working in support roles within schools and colleges.
Purpose Ofqual code and description (where applicable)	C. Prepare for employment C2. Prepare for employment in a specific occupational area
Total Qualification Time (hours)	350
Guided Learning (hours)	250
Credit value	35
Minimum age of learner	16 years
Age ranges covered by the qualification	From 5 years of age. Please note that some knowledge of development in the early years has been included in the specification to enhance learners' understanding.
Real work environment (RWE) requirement / recommendation	As learners need to show competence in both skills and knowledge, they will need to be working or be on a practical placement during the taught programme of study in a learning environment (school or college). CACHE recommends that the learner undertakes 100 hours of placement in a real work environment.
Rules of combination	All units are mandatory.
Progression including job roles (where applicable)	Learners can progress onto the Level 3 Diploma in Supporting Teaching and Learning or into the workforce.

Recommended assessment methods	All units will be internally assessed using a range of methods which could include: direct observation within the workplace, written assignments and professional discussion in line with the assessment of learning provided for each unit.
Additional assessment requirements	All units must be assessed in line with our assessment principles. Simulation is not allowed.
Additional information	Learning environment refers to the different types of schools and colleges.
Grading system	The qualification will be graded Achieved or Not Yet Achieved and all the assessment criteria must be achieved in order to obtain the certificate.
How long will it take to complete?	The certificate can usually be completed in 1 year.
Entry requirements / recommendations	Learners must be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines.

Title	NCFE CACHE Level 3 Diploma in Support Teaching and Learning (Workforce)
Qualification number	603/2496/X
Aim	This qualification provides learners with an in-depth understanding of the knowledge and skills needed when working directly with children and young people in school and college environments. It covers all aspects of specialist support including planning; delivering and reviewing assessment strategies to support learning alongside the teacher; bilingual support; special needs support; and personal development and reflective practice. It is aimed at learners working in roles that offer specialist support for pupils' learning in primary, secondary or special schools, as well as colleges.
Purpose Ofqual code and description (where applicable)	C. Prepare for employment C2. Prepare for employment in a specific occupational area
Total Qualification Time (hours)	530
Guided Learning (hours)	380
Credit value	53
Minimum age of learner	16 years
Age ranges covered by the qualification	From 5 years of age. Please note that some knowledge of development in the early years has been included in the specification to enhance learners' understanding.
Real work environment (RWE) requirement / recommendation	As learners need to show competence in both skills and knowledge, they will need to be working or be on a practical placement during the taught programme of study in a learning environment (school or college). At diploma level, CACHE recommends that the learner undertakes an additional 100 hours of placement to that taken at the certificate level in a real work environment, to total 200 hours.
Rules of combination	All units are mandatory.

Progression including job roles (where applicable)	Learners can progress onto the Level 4 Certificate for the Advanced Practitioner in Schools and Colleges, a foundation degree or specialist roles within the workforce.
Recommended assessment methods	All units will be internally assessed using a range of methods which could include: direct observation within the workplace, written assignments and professional discussion in line with the assessment of learning provided for each unit.
Additional assessment requirements	All units must be assessed in line with our assessment principles. Simulation is not allowed.
Additional information	Learning Environment refers to the different types of schools and colleges
Grading system	The qualification will be graded Achieved or Not Yet Achieved and all the assessment criteria must be achieved in order to obtain the diploma.
How long will it take to complete?	The diploma can usually be completed in 1 year to 18 months.
Entry requirements / recommendations	Learners must be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines.

Section 3: Units

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Hours*	Awd	Cert	Dip	Notes
	T/616/5878	STL3C1	Schools and Colleges as Organisations	Knowledge	3	2	15	✓	✓	✓	
	A/616/5879	STL3C2	Support Health and Safety in a Learning Environment	Knowledge	3	3	20	✓	✓	✓	
	M/616/5880	STL3C3	Understand How to Safeguard Children and Young People	Knowledge	3	4	25	✓	✓	✓	
	T/616/5881	STL3C4	Develop Professional Relationships with Children, Young People and Adults	Knowledge / Skills	3	2	15		✓	✓	
	A/616/5882	STL3C5	Understand How Children and Young People Develop	Knowledge	3	3	25	✓	✓	✓	
	F/616/5883	STL3C6	Support Positive Behaviour in Children and Young People	Knowledge / Skills	3	4	30		✓	✓	

Unit achievement log – Level 3 Award, Certificate and Diploma in Supporting Teaching and Learning

	J/616/5884	STL3C7	Support Children and Young People During Learning Activities	Knowledge / Skills	3	5	30		✓	✓	
	L/616/5885	STL3C8	Support English and Maths Skills	Knowledge / Skills	3	4	30		✓	✓	
	M/616/5958	STL3C9	Support the Use of ICT in the Learning Environment	Knowledge / Skills	3	3	20		✓	✓	
	J/616/5965	STL3C10	Support Assessment for Learning	Knowledge / Skills	3	3	20		✓	✓	
	L/616/5966	STL3C11	Engage in Personal and Professional Development	Knowledge / Skills	3	3	20		✓	✓	
	D/616/5969	STL3D12	Support Children and Young People's Speech, Language and Communication	Knowledge / Skills	3	4	30			✓	

💡	Y/616/5971	STL3D13	Understand How to Support Bilingual Learners	Knowledge	3	3	20			✓	
💡	A/616/5977	STL3D14	Understand How to Support Learning of Children and Young People with Special Educational Needs and Disabilities	Knowledge	3	6	30			✓	
	F/616/5978	STL3D15	Support Children and Young People during Transitions	Knowledge / Skills	3	4	30			✓	
💡	J/616/5979	STL3D16	Support the Role of Play, Leisure and Extra-Curricular Activities for Children and Young People	Knowledge	3	3	20			✓	

*This table shows the estimated total hours for each unit.

Unit layout	
For each unit the following information has been provided:	
Unit title	Provides a clear, concise explanation of the content of the unit.
Unit reference number	The unique number assigned by the owner of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.
Unit guided learning hours (GL)	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Unit aim	Provides a brief outline of the unit content.
Learning outcomes	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.

Explanation of terms used at Level 3:
(not all verbs are used in these qualifications)

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

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

Summarise	Give the main ideas or facts in a concise way.

STL3C1: Schools and Colleges as Organisations

Unit reference	T/616/5878	Unit level	3
Credit value	2	GL	15
Unit aim	This unit aims to prepare the learner for working in a learning environment. It covers knowledge and understanding of the structure of education, how schools and colleges are organised, ethos, mission, aims and values, policy frameworks and the wider context in which schools and colleges operate.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the structure of education from early years to post-compulsory education.	1.1. Summarise types of early years provision.		
	1.2. Identify key stages of the statutory framework for learning in own UK Home Nation.		
	1.3. Explain post-16 options for young people and adults.		
2. Understand how schools and colleges are organised in terms of roles and responsibilities.	2.1. Explain the role held by: • governors • senior management team • other statutory roles e.g. SENCO • teachers/tutors • support staff roles.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Identify external professionals who may work in education.		
3. Understand teamwork in schools and colleges	3.1 List characteristics of effective teamwork		
	3.2 Explain the role of communication in establishing professional relationships for effective teamwork		
4. Understand educational ethos, mission, aims and values.	4.1. Explain how the ethos, mission, aims and values of an educational setting may be reflected in working practices.		
	4.2. Identify ethos, mission, aims and values of own workplace.		
5. Understand the purpose of policies and procedures in education.	5.1. Identify the policies and procedures schools and colleges have relating to: • staff • pupil welfare • teaching and learning • equality, diversity and inclusion • health, safety and security.		
	5.2. Explain how policies and procedures contribute to quality in education.		

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

Learner signature: Date:

Assessor sign off: completed unit STL3C1
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge for this unit.

Assessor name:

Signature: Date:

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

STL3C2: Support Health and Safety in a Learning Environment

Unit reference	A/616/5879	Unit level	3
Credit value	3	GL	20
Unit aim	This unit provides the knowledge, understanding and skills required to support children and young people's health and safety in a learning environment.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand how to plan and provide environments that support children and young people's health and safety.	1.1. Identify legislation in relation to health and safety in a learning environment.		
	1.2. Describe the factors to take into account when planning healthy and safe indoor and outdoor environments.		
	1.3. Explain how health and safety is monitored and maintained in the learning environment.		
2. Understand how to recognise and manage risks to health, safety and security in a learning environment or during off-site visits.	2.1. Demonstrate how to identify potential risks and hazards for : • the learning environment • off-site activity.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand how to support children and young people to assess and manage risk for themselves.	3.1. Explain why it is important to take a balanced approach to risk management.		
	3.2. Explain the dilemma between the rights and choices of children and young people, and health and safety requirements.		
	3.3. Reflect on own practice of supporting children and young people to assess and manage risk.		
4. Understand appropriate responses to accidents, incidents, emergencies and illness in the learning environment and during off-site visits.	4.1. Explain the policies and procedures of the learning environment in response to accidents, incidents, emergencies and illness.		
	4.2. Explain the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies.		
5. Understand own role in assisting in the administration of medication.	5.1. Outline the organisational policies and procedures for the management of the administration of medication.		
	5.2 Describe own responsibilities and accountabilities in relation to the administration of medication.		

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

Learner signature: Date:

Assessor sign off: completed unit STL3C2
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge of this unit.

Assessor name:

Signature: Date:

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

STL3C3: Understand How to Safeguard Children and Young People

Unit reference	M/616/5880	Unit level	3
Credit value	4	GL	25
Unit aim	This unit provides the knowledge and understanding required to support the safeguarding of children and young people.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand legislation, guidelines, policies and procedures for safeguarding children and young people.	1.1. Outline current legislation, guidelines, policies and procedures within UK Home Nations affecting the safeguarding of children and young people.		
2. Understand how to work in partnership with other organisations to safeguard children and young people.	2.1. Explain the need to safeguard children and young people.		
	2.2. Explain the impact of a child or young person-centred approach.		
	2.3. Explain what is meant by partnership working in the context of safeguarding.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.4. Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed.		
3. Understand the need to ensure children and young people's safety and protection in the learning environment.	3.1. Explain why we need to ensure children and young people are protected from harm within the learning environment.		
	3.2. Identify the risks and possible consequences for children and young people of being online and using digital mobile devices.		
	3.3. Describe ways of reducing risk to children and young people from: • social networking • internet use.		
	3.4. Explain how support staff can take steps to protect themselves within their everyday practice in the learning environment and during off-site activities.		
4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed.	4.1. Explain child protection within the wider context of safeguarding children and young people.		
	4.2. Identify different types of abuse and bullying.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.3. Outline the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding.		
	4.4. Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting.		
	4.5. Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged.		
	4.6. Explain how serious case reviews inform practice.		
5. Understand how to work with children and young people to support their well-being.	5.1. Describe ways support staff can work with children and young people to build self-confidence and self-esteem.		
	5.2. Describe the role of support staff in recognising the signs of mental health concerns in children and young people.		
	5.3. Identify the signs of possible mental health concerns in children and young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.4. Explain the need to work with children and young people to enable them to develop emotional resilience and mental well-being.		

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

Learner signature: Date:

Assessor sign off: completed unit STL3C3
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge of this unit.

Assessor name:

Signature: Date:

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

STL3C4: Develop Professional Relationships with Children, Young People and Adults

Unit reference	T/616/5881	Unit level	3
Credit value	2	GL	15
Unit aim	This unit provides the knowledge and understanding which underpins effective communication and professional relationships with children, young people and adults. This unit covers the competence required to develop professional relationships with children, young people and adults.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the principles of developing positive relationships with children, young people and adults.	1.1. Explain why effective communication is beneficial in developing positive relationships with children, young people and adults.		
	1.2. Explain how different social, professional and cultural backgrounds may affect relationships and the way people communicate.		
	1.3. Describe ways the practitioner can build and maintain professional relationships with children, young people and adults.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.4. Explain how barriers to professional relationships can be overcome.		
2. Understand legislation, policies and procedures for confidentiality and sharing information, including data protection.	2.1. Summarise the main points of legislation and procedures covering confidentiality, data protection and the disclosure of information.		
	2.2. Explain the need to reassure children, young people and adults of the confidentiality of shared information and the limits of this.		
	2.3. Discuss situations when confidentiality protocols must be breached.		
3. Be able to develop professional relationships with children and young people.	3.1. Show how to establish rapport and respectful, trusting relationships with children and young people.		
	3.2. Show how to support children and young people in making choices for themselves.		
	3.3. Give attention to individual children and young people in a way that is fair to them and the group as a whole.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
4. Be able to communicate with children and young people.	4.1. Use different forms of communication to meet the needs of children and young people.		
	4.2. Demonstrate how to adapt communication with children and young people for: • the age and stage of development of the child or young person • the context of the communication • communication differences.		
	4.3. Respond to learners' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images.		
5. Be able to develop professional relationships with adults.	5.1. Demonstrate how to establish rapport and professional relationships with adults using techniques to promote mutual trust and understanding.		
	5.2. Demonstrate how to adapt communication with adults for: • cultural and social differences • the context of the communication • communication differences.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
6. Be able to support children and young people in developing relationships.	6.1. Use ways of helping children and young people to understand the value of positive relationships with others.		
	6.2. Show how to be an effective role model in own relationships with children and young people.		
	6.3. Demonstrate ways of encouraging and supporting children and young people to: • understand and respect other people's individuality • deal with conflict for themselves • respect the feelings and points of view of others.		
7. Be able to support inclusion and inclusive practices in work with children and young people.	7.1. Explain what is meant by inclusion and inclusive practices.		
	7.2. Identify barriers to children and young people's participation.		
	7.3. Demonstrate ways of supporting inclusion and inclusive practices in own work with children and young people.		

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

Learner signature: Date:

Assessor sign off: completed unit STL3C4
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills of this unit.

Assessor name:

Signature: Date:

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

STL3C5: Understand How Children and Young People Develop

Unit reference	A/616/5882	Unit level	3
Credit value	3	GL	25
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.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the expected pattern of development for children and young people from birth to 19 years.	1.1. Describe milestones in children's holistic development from birth to 19 years.		
2. Understand the factors that influence children and young people's development and how these affect practice.	2.1. Explain how children and young people's development is influenced by a range of biological 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 educational frameworks influence current practice.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern.	3.1. Explain how to monitor children and young people's development using different methods.		
	3.2. Identify how other professionals and different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern.		

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

Learner signature: Date:

Assessor sign off: completed unit STL3C5
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge of this unit.

Assessor name:

Signature: Date:

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

STL3C6: Support Positive Behaviour in Children and Young People

Unit reference	F/616/5883	Unit level	3
Credit value	4	GL	30
Unit aim	This unit provides the knowledge, understanding and skills required to support children and young people's positive behaviour. It requires demonstration of competence in promoting positive behaviour and managing behaviour that challenges.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand policies and procedures for promoting children and young people's positive behaviour in a learning environment.	1.1. Summarise policies and procedures relevant to promoting children and young people's positive behaviour.		
	1.2. Explain effective practice in relation to behaviour management.		
2. Be able to promote positive behaviour.	2.1. Review expectations in relation to behaviour when working with others.		
	2.2. Explain strategies for promoting positive behaviour according to the policies and procedures of the setting.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Use effective role model behaviour for the standards of behaviour expected of children, young people and adults within the learning environment.		
3. Be able to manage behaviour that challenges in a learning environment.	3.1. Demonstrate strategies to minimise disruption in a teaching and learning environment.		
	3.2. Use policies and procedures to manage behaviour that challenges.		
	3.3. Provide support for colleagues in relation to behaviour that challenges.		
	3.4 Explain referral processes in line with policies and procedures for behaviour that challenges.		

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

Learner signature: Date:

Assessor sign off: completed unit STL3C6
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills of this unit.

Assessor name:

Signature: Date:

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

STL3C7: Support Children and Young People During Learning Activities

Unit reference	J/616/5884	Unit level	3
Credit value	5	GL	30
Unit aim	This unit provides the knowledge, understanding and skills to support learning activities in different learning environments. It requires competence in supporting the planning, delivery, assessment and review cycle.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Be able to contribute to planning learning activities.	1.1. Explain how support staff may contribute to the planning, delivery and review of learning activities to support teaching and learning.		
	1.2. Use knowledge of children and young people to contribute to planning and offer constructive suggestions for own role.		
2. Be able to prepare for learning activities.	2.1. Select and prepare the resources required for the planned learning activities.		
	2.2. Explain the objectives, content and intended outcomes of learning activities.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Develop and adapt resources to meet the needs of learners.		
3. Be able to support learning activities.	3.1. Select and demonstrate learning support strategies to meet the needs of learners.		
	3.2. Show how to work in partnership with others to support learning activities.		
	3.3. Show how to support the inclusion of all learners involved in learning activities.		
	3.4. Explain barriers when supporting learning activities and how to overcome these.		
	3.5. Show how to support learning in different environments: • indoor • outdoor.		
4. Be able to observe and report on learner participation and progress.	4.1. Assess learner development, participation and progress.		
	4.2. Use required methods and materials to record observations and feedback to others on learner development, participation and progress.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
5. Be able to contribute to the evaluation of learning activities.	5.1. Show how to contribute to the evaluation of learning activities.		
	5.2. Use the outcomes of observations and assessments to: • provide feedback to learners on their progress • provide the teacher with constructive feedback on the learning activities.		
	5.3. Reflect on own practice in supporting learning activities.		

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

Learner signature: Date:

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

Assessor name:

Signature: Date:

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

STL3C8: Support English and Maths Skills

Unit reference	L/616/5885	Unit level	3
Credit value	4	GL	30
Unit aim	This unit provides the knowledge, understanding and skills to provide English and maths support across teaching and learning.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
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.		
	1.2. Identify and explain: • the teaching and learning objectives of a planned activity • the English and maths demands of learning activities.		
2. Be able to provide English support to help learners access teaching and learning.	2.1. Use knowledge of the individual needs of learners to provide English support.		
	2.2. Use opportunities to support the development of learners' English skills.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3. Use a range of strategies for supporting learners to develop reading and writing and communication skills.		
	2.4. Show how to work with children and young people in ways that encourages self-esteem and confidence in relation to English skills.		
3. Be able to provide maths support to help learners access teaching and learning.	3.1. Use knowledge of the individual needs of learners to provide maths support.		
	3.2. Use opportunities to support the development of learners' maths skills.		
	3.3. Use a range of strategies for supporting learners to use and solve mathematical problems.		
	3.4. Show how to work with children and young people in ways that encourages self-esteem and confidence in relation to maths skills.		

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

Learner signature: Date:

Assessor sign off: completed unit STL3C8
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills of this unit.

Assessor name:

Signature: Date:

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

STL3C9: Support the Use of ICT in the Learning Environment

Unit reference	M/616/5958	Unit level	3
Credit value	3	GL	20
Unit aim	This unit provides the knowledge, understanding and skills to provide ICT support across teaching and learning. It requires knowledge of policies and procedures for the use of ICT in the learning environment and the demonstration of competence in using ICT to promote learning and supporting learners to review their achievements.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the policy and procedures for the use of ICT for teaching and learning.	1.1. Describe the setting's policy for the use of ICT for teaching and learning.		
	1.2. Identify the ICT resources used for teaching and learning within the learning environment.		
	1.3. Outline relevant legislation, regulations and guidance in relation to the use of ICT e.g. software licensing.		
	1.4. Describe the requirements and procedures for storage and security of ICT resources.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand how to prepare ICT resources for use in teaching and learning.	2.1. Describe the risks associated with ICT resources and how to minimise them.		
	2.2. Identify and obtain accessories, consumables and information needed to use ICT resources.		
	2.3. Explain the importance of the use of screening devices to prevent access to unsuitable material via the internet.		
3. Be able to support the use of ICT for teaching and learning.	3.1. Use ICT resources correctly and safely, when asked to do so.		
	3.2. Give clear guidance and instructions to others on the use of ICT resources.		
	3.3. Provide an appropriate level of assistance to enable learners to experience a sense of achievement, maintain self-confidence and encourage self-help skills in the use of ICT.		
	3.4. Describe the sorts of problems that might occur when supporting learners using ICT and how to deal with these.		

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

Learner signature: Date:

Assessor sign off: completed unit STL3C9
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills of this unit.

Assessor name:

Signature: Date:

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

STL3C10: Support Assessment for Learning

Unit reference	J/616/5965	Unit level	3
Credit value	3	GL	20
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.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the purpose and characteristics of assessment for learning.	1.1. Analyse the role of the support worker in relation to assessing learner achievement.		
	1.2. Summarise the difference between formative and summative assessment.		
	1.3. Explain the characteristics of assessment for learning.		
2. Be able to use assessment strategies to promote learning.	2.1. Use clear language and examples to discuss and clarify personalised learning goals and criteria for assessing progress with learners.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
3. Be able to support learners in reviewing their learning strategies and achievements.	3.1. Use information gained from monitoring learner participation and progress to help learners to review their learning strategies, achievements and future learning needs.		
	3.2. Demonstrate ways to encourage learners to communicate their needs and ideas for future learning.		
	3.3. Show how to support learners in using peer assessment and self-assessment to evaluate their learning achievements.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	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.		
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.		
5. Be able to maintain learner records.	5.1. Collate the information needed to update learner records from valid and reliable sources.		
	5.2. Show how to raise any concerns about the information with the relevant people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.3. Review learner records to ensure they are accurate, complete and up-to-date.		
	5.4. Show how to maintain confidentiality according to organisational and legal requirements.		
	5.5. Use organisational procedures to ensure secure storage of learner records.		

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

Learner signature: Date:

Assessor sign off: completed unit STL3C10
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills of this unit.

Assessor name:

Signature: Date:

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

STL3C11: Engage in Personal and Professional Development

Unit reference	L/616/5966	Unit level	3
Credit value	3	GL	20
Unit aim	This unit is aimed at those who work with children and young people in a wide range of learning environments. The unit considers personal development and reflective practice, which are both fundamental to this role.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand what is required for competence in own work role.	1.1. Describe the duties and responsibilities of own work role.		
2. Be able to reflect on organisational practice.	2.1. Explain how reflection supports improving the quality of the learning environment.		
	2.2. Demonstrate the ability to reflect on practice.		
	2.3. Describe how own values, belief systems and experiences may affect working practice.		
3. Be able to evaluate own performance.	3.1. Evaluate on own knowledge, performance and understanding against internal or external benchmarks.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Demonstrate use of feedback to evaluate own performance and inform development.		
4. Be able to agree a personal development plan.	4.1. Identify sources of support for planning and reviewing own development.		
	4.2. Show how to work with others to review and prioritise own learning needs, professional interests and development opportunities.		
	4.3. Show how to work with others to agree a personal development plan and set targets.		
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.		
	5.2. Explain how reflection on own practice has led to improved ways of working.		
	5.3. Show how to record progress in relation to a personal development plan.		

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

Learner signature: Date:

Assessor sign off: completed unit STL3C11
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills of this unit.

Assessor name:

Signature: Date:

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

STL3D12: Support Children and Young People's Speech, Language and Communication

Unit reference	D/616/5969	Unit level	3
Credit value	4	GL	30
Unit aim	The unit aims to provide a basis for understanding the importance of speech, language and communication for children and young people's overall development and interaction with others. It also explores ways to support children and young people in the development of their speech, language and communication skills.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the importance of speech, language and communication for children and young people's overall development.	1.1. Explain each of the terms: • speech • language • communication • speech, language and communication needs.		
	1.2. Describe theoretical perspectives in relation to speech, language and communication development.		
	1.3. Explain how children and young people's speech, language and communication skills affect other areas of development.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.4. Describe the potential impact of speech, language and communication needs on holistic development in the short and long term.		
2. Understand the role of support staff when supporting speech, language and communication development in the learning environment.	2.1. Explain how support staff can effectively support and extend the speech, language and communication development of children and young people through the use of: • visual prompts and cues • different types of interaction • developing vocabulary • using different forms of communication • adapting methods of communication to meet the needs and abilities of children and young people.		
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.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2. Analyse how the use of technology supports the development of speech, language and communication.		
	3.3. Demonstrate how to work with children and young people to develop speech, language and communication in the following situations: • 1:1 basis • groups.		
	3.4. Demonstrate ways of supporting children and young people with communication and interaction needs to actively participate in learning tasks and activities.		
4. Be able to contribute to maintaining a positive environment that supports speech, language and communication.	4.1. Show how to create a positive environment for supporting speech, language and communication development.		
	4.2. Reflect on own role in relation to supporting speech, language and communication development.		

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

Learner signature: Date:

Assessor sign off: completed unit STL3D12
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills of this unit.

Assessor name:

Signature: Date:

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

STL3D13: Understand How to Support Bilingual Learners

Unit reference	Y/616/5971	Unit level	3
Credit value	3	GL	20
Unit aim	This unit provides the knowledge and understanding to support bilingual learners in a learning environment.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand how to contribute to the assessment of bilingual learners.	1.1. Define the terms: • English as an additional language (EAL) • bilingual • advanced learner of EAL.		
	1.2. Explain the importance of conducting an initial assessment of bilingual learners.		
	1.3. Identify the types of information relevant people may require, to help them in meeting the learning, language development and well-being needs of the bilingual learner.		
	1.4. Explain why a specialist assessment may be required.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Understand how to support bilingual learners to access the curriculum.	2.1. Explain the importance of using the learners' preferred language to introduce and settle them into the learning environment.		
	2.2. Describe different learning activities and resources that can be used to promote personalised learning including development of learners' language skills.		
	2.3. Identify the challenges the bilingual learner may face to access learning.		
	2.4. Describe the strategies that support the learning and language development of individual bilingual learners.		

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

Learner signature: Date:

Assessor sign off: completed unit STL3D13
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge of this unit.

Assessor name:

Signature: Date:

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

STL3D14: Understand How to Support Learning of Children and Young People with Special Educational Needs and Disabilities

Unit reference	A/616/5977	Unit level	3
Credit value	6	GL	30
Unit aim	This unit provides the knowledge and understanding to provide support for children and young people with special educational needs and disabilities (SEND) in the learning environment.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the principles of inclusive practice and the rights of disabled children and young people and those with special educational needs.	1.1. Identify the requirements of current legislation in UK Home Nations in relation to inclusive practice.		
	1.2. Summarise the rights of children and young people with special educational needs and disabilities.		
	1.3. Summarise the provision, assessment and intervention frameworks for children with special educational needs and disabilities.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.4. Explain the importance of early recognition and intervention for children with special educational needs and disabilities.		
	1.5. Identify barriers to participation for children with special educational needs and disabilities.		
2. Understand how to obtain information about individual needs, capabilities and interests of disabled children and young people, and those with special educational needs.	2.1. Outline how to observe and identify the needs, capabilities and interests of children with special educational needs and disabilities.		
	2.2. Explain the roles and responsibilities of others who contribute to the support of children and young people with special educational needs and disabilities.		
	2.3. Evaluate the benefit of working with others to support children and young people with special educational needs and disabilities.		
3. Understand the special educational needs of children and young people with cognition and learning needs.	3.1. Describe the range of cognitive skills necessary for effective learning.		
	3.2. Identify the significant differences between global and specific learning difficulties.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.3. Explain how cognitive difficulties impact upon the development of language and communication and how this might affect learning.		
4. Understand the special educational needs of children and young people with emotional, behavioural and social development needs.	4.1. Explain how aspects of upbringing, home circumstances and physical and emotional health of children and young people can affect their ability to relate to others.		
	4.2. Explain how mental health could impact on a child or young person's life.		
	4.3. Explain how to work with children, young people and others to identify and set behaviour goals and boundaries for children and young people with emotional, behavioural and social development needs.		
	4.4. Reflect on ways of developing self-reliance and self-esteem to support children and young people with emotional, behavioural and social development needs.		

5. Understand the special educational needs of learners with sensory and/or physical needs.	5.1. Explain the effect of a primary disability on children and young people's development.		
	5.2. Describe a range of specialist equipment and technology resources available for children and young people with special educational needs and disabilities and reflect on how they help to overcome or reduce the impact of sensory or physical impairment.		
6. Understand the kinds of strategies needed to support children and young people with special educational needs and disabilities.	6.1. Explain how to work with children and young people using strategies to support their learning and development.		

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

Learner signature: Date:

Assessor sign off: completed unit STL3D14
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge of this unit.

Assessor name:

Signature: Date:

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

STL3D15: Support Children and Young People During Transitions

Unit reference	F/616/5978	Unit level	3
Credit value	4	GL	30
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.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the range and impact of transitions that children and young people may experience.	1.1. Explain the different types of transitions that children and young people may experience.		
	1.2. Explain how different types of transitions may affect a child or young person.		
	1.3. Explain how a child or young person's approach to transitions may be affected by their: • culture • religion • personal beliefs • gender • stage of development • previous experiences.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.4. Explain how transitions may affect children and young people most at risk of exclusion or underachievement.		
	1.5. Explain why children and young people with disabilities or special educational needs may need additional support to manage transitions.		
2. Be able to recognise and respond to transitions in children and young people's lives.	2.1. Explain the signs and indications that a child or young person is experiencing a transition in their life.		
	2.2. Provide opportunities for children and young people to explore and discuss significant events and experiences that may impact on them.		
	2.3. Identify signs of concern or distress in children or young people which may relate to a transitional experience.		
	2.4. Show how to recognise and take account of any signs of change in the attitude and behaviour of individual children or young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.5. Use procedures of own work setting to share information or concerns about children or young people with the appropriate person.		
3. Be able to support children and young people to manage transitions in their lives.	3.1. Show ways of supporting children and young people to manage transitions in their lives.		
	3.2. Provide opportunities for children and young people to discuss the effects and results of transition.		

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

Learner signature: Date:

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

Assessor name:

Signature: Date:

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

STL3D16: Support the Role of Play, Leisure and Extra-Curricular Activities for Children and Young People

Unit reference	J/616/5979	Unit level	3
Credit value	3	GL	20
Unit aim	This unit provides the knowledge and understanding required to support children and young people's play and leisure. It requires knowledge of play and leisure activities and helping children and young people to manage risk and challenge. This unit also explores enrichment through an extra-curricular activity such as a study club, recreational activity, sports team or performing arts activity.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the nature and importance of play and leisure.	1.1. Describe the benefit of play and leisure and how they contribute to children and young people's development.		
	1.2. Distinguish between play and leisure, and adult-led activities.		
	1.3. Outline the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play.		
2. Understand own role in relation to the requirements of play and leisure activities.	2.1. Describe own role in supporting children and young people's play and leisure activities.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2. Explain the importance of knowing when to leave children and young people to play or relax uninterrupted.		
	2.3. Identify adaptations that can be made to support children and young people with special educational needs and disabilities to participate in the full range of play and leisure opportunities provided.		
3. Understand how to balance risk and challenge with the benefits of the play and leisure opportunity.	3.1. Explain the value of risk and challenge in children and young people's play and leisure.		
	3.2. Describe why it is essential for children and young people to manage risk and challenge for themselves.		

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

Learner signature: Date:

Assessor sign off: completed unit STL3D16
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge of this unit.

Assessor name:

Signature: Date:

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

Section 4: Assessment and quality assurance information

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 an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* • 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

Ref	Assessment Method	Assessing Competence / Skills	Assessing Knowledge / Understanding
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert Witness testimony** 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.

Assessment strategies and principles relevant to these qualifications

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

The key requirements of the assessment strategies or principles that relate to units in these qualifications are **summarised** below. More detailed strategies or principles can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**, which can be found on the CACHE website.

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

Assessment Strategy

Knowledge learning outcomes

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

Competence / Skills learning outcomes

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

Requirements for Assessors and Internal Quality Assurers

Centres delivering these qualifications must:

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

Assessors

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

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

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

Internal Quality Assurance

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

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

Examples of relevant qualifications/experience

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

Examples of relevant qualifications

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

Examples of occupational experience

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

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

Section 5: Documents

Useful documents

This section refers to useful documents that can be found on the secure website which may assist with the delivery of these qualifications.

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- CACHE Evidence Record
- CACHE Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the CACHE Evidence Record
- Completing the CACHE Record of Assessment Cycle

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on the secure website.