



Level 3

Diploma in Supporting Teaching & Learning

(610/4847/1)



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ABOUT NQUAL

NQual provides high-quality vocational and occupational qualifications designed to meet the needs of learners and employers.

At NQual we are committed to certificating current and relevant qualifications that meet the demands of today's ever-changing industries. Our dedication to staying at the forefront of knowledge ensures that our qualifications reflect the latest trends in your field of interest.

QUALIFICATION SPECIFICATION

Qualification Specifications are used to inform and guide centres to deliver the qualification set out within this document. Information within this specification includes a qualification overview, unit breakdowns, assessment guidance and learning outcomes.

Alongside the specification, you will also find a qualification 'Fact Sheet'. These are used as handy tools to provide an overview of the qualifications.

QUALIFICATION INFORMATION

The NQual Level 3 Diploma in Supporting Teaching & Learning is regulated by Ofqual.

- Qualification number: 610/4847/1

Overview

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. Learners will acquire knowledge and skills include planning, delivering and reviewing assessment strategies to support learning alongside the teacher, bilingual support, special educational needs and disabilities support, and personal development and reflective practice.

Entry Requirements

- Minimum age: 16
- Learners should have or be working towards a minimum of level 2 in literacy and numeracy or equivalent.
- Learners will need to be working or be on a placement in a learning environment. We recommend that the learner is working in a real working environment for a total of at least 200 hours during their programme of study.

There are no further entry requirements for this qualification.

Unit Guidance

Learners must achieve all mandatory units. The total credit value for this qualification is 53.

Mandatory Units

Learners must achieve all of the mandatory units totalling 53 credits.

Unit Reference	Title	Level	GLH	Credit Value
H/651/3735	Schools and Colleges as Organisations	3	16	2
J/651/3736	Support Health and Safety in a Learning Environment	3	24	3
K/651/3737	Understand How to Safeguard Children and Young People	3	32	4
L/651/3738	Develop Professional Relationships with Children, Young People and Adults	3	16	2
M/651/3739	Understand How Children and Young People Develop	3	24	3
Y/651/3740	Support Positive Behaviour in Children and Young People	3	32	4
A/651/3741	Support Children and Young People During Learning Activities	3	32	4
D/651/3742	Support English and Maths Skills	3	32	4
F/651/3743	Support the Use of ICT in the Learning Environment	3	24	3
H/651/3744	Support Assessment For Learning	3	24	3
J/651/3745	Engage in Personal and Professional Development	3	24	3
K/651/3746	Support Children and Young People's Speech, Language and Communication	3	32	4
L/651/3747	Understand How to Support Bilingual Learners	3	24	3
M/651/3748	Understand How to Support the Learning of Children and Young People with Special Educational Needs and Disabilities	3	32	4
R/651/3749	Support Children and Young People During Transitions	3	32	4
A/651/3750	Support the Role of Play and Extra-Curricular Activities For Children and Young People	3	24	3

Guided Learning Hours

These hours are made up of contact time, guidance or supervision from course tutors, trainers, or training providers. The Guided Learning Hours for this qualification is 424.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of understanding required for the award of this qualification. This includes the Guided Learning Hours and time spent completing the independent study.

The Total Qualification Time for this qualification is 530.

Delivery Options

NQual allows qualifications to be delivered both online and face-to-face. Please check the additional requirements with your Centre EQA if delivering qualifications online.

Grading and Assessment

Assessment is used to measure a learner's skill or knowledge against the standards set in this qualification. This qualification is internally assessed and externally quality assured.

The assessment consists of:

- Observation of practice
- Witness testimonies
- Planning documents
- Evaluation documents
- Feedback forms

On your placement you will need:

- A mentor who is willing to complete observations.
- A mentor who is willing to provide witness testimonies to confirm occupational competency
- A mentor to train on vocational observations.
- Observations to be carried out by an appropriately qualified member of staff.

Direct observation:

- As part of the assessment process, you will undergo direct observation, with your assessor supporting you through this when you're ready.
- This method of continual assessment ensures that your assessor can consistently monitor your progress and provide you with assistance throughout

Approved Centre

To deliver any NQual qualification, each centre must be approved by NQual and meet the qualification approval criteria. The recognition process requires centres to implement policies and procedures to protect learners when undergoing NQual qualifications.

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

The approval process requires centres to demonstrate that they have the resources, including staff, and processes in place to deliver and assess the qualification.

Once approved to offer this qualification, centres must register learners before any assessment takes place. Centres must follow NQual's procedures for registering learners.

Support From NQual

NQual support all new and existing approved centres. We respond to all communication within 48 hours and hold regular information webinars. If you would like to book our next webinar, please visit the 'News & Events' section on our website.

Initial Assessment

It is part of the enrolment process by the approved centre to complete an initial assessment. Approved centres must ensure everyone undertaking an NQual qualification complete some form of initial assessment. This will be used to inform the tutor/trainer of current knowledge and understanding.

Reasonable Adjustment

NQual is committed to providing fair and reasonable adjustments for learners to help reduce the effect of a disability or difficulty that places the learners at a disadvantage during an assessment. For more information on Reasonable Adjustments, please see our Reasonable Adjustments and Fair Access Policy.

Responsibilities

Assessor

It is important to note, that to assess qualification content, the assessor must be occupationally competent to assess skills-based competence and/or occupationally knowledgeable to assess knowledge-based content.

Assessors who deliver NQual qualifications must possess a qualification appropriate for the level they are delivering. Examples of these can include at least one of the following:

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
- Level 3 Award in Assessing Competence in the Work Environment (for competence/skills learning outcomes only)
- Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- Level 3 Certificate in Assessing Vocational Achievement
- HEI Certificate in Education
- Qualified Teacher Status Certificate in Education in Post Compulsory Education (PCE)
- Post Graduate Certificate in Education
- Teaching Certificate in Teaching in the Lifelong Learning Sector (CTLTS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 3 Learning and Skills Assessor Apprenticeship
- Level 5 Learning and Skills Teacher Apprenticeship

Examples of evidence for subject knowledge can include:

- Qualification at the same level or above, the qualification you are delivering

- Extensive experience at the same level or above, the qualification you are delivering

Internal Quality Assurer

Centre staff who complete Internal Quality Assurance for NQual qualification must possess or be working towards a relevant qualification. Examples of these can include at least one of the following:

- D34 Unit **Internally verify the assessment process**
- V1 Verifiers Award
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

Examples of evidence for subject knowledge must include at least one of the following:

- Qualification at the same level or above, the qualification you are quality assuring
- Extensive experience at the same level or above, the qualification you are quality assuring

MANDATORY UNITS

Unit Breakdown: Level 3 Diploma in Supporting Teaching & Learning

Learners must complete all mandatory units for this qualification.

Unit: Schools and Colleges as Organisations

Unit Code: H/651/3735

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the structure of education from early years to post-compulsory education	1.1 Explain types of early years provision 1.2 Explain the characteristics of different types of schools in relation to education and governance 1.3 Explain post-16 options for young people and adults
2. Understand how schools are organised in terms of roles and responsibilities	2.1 Explain the purpose of: <ul style="list-style-type: none"> • Governors • Senior management team • SENCO • Teachers/tutors • Support staff • Pastoral Support 2.2 Explain the roles of external professionals who may work with a school
3. Understand teamwork in schools and colleges	3.1 List characteristics of effective teamwork 3.2 Explain the role of communication in establishing professional relationships for effective teamwork
4. Understand educational ethos, mission, aims and values	4.1 Identify ethos, mission, aims and values of an educational setting 4.2 Explain how the ethos, mission, aims and values of an educational setting may be reflected in working practices 4.3 Identify the appropriate codes of conduct for staff members who work in an educational setting 4.4 Identify the social media use policy within your setting and the importance of adherence

<p>5. Understand the purpose of policies and procedures in education</p>	<p>5.1 Identify the policies and procedures schools and colleges have relating to:</p> <ul style="list-style-type: none">• Staff• Pupil welfare• Teaching and learning• Equality, diversity and inclusion• Health, safety and security• Safeguarding• Codes of conduct• Social Media use• Prevent <p>5.2 Explain why schools have policies and procedures</p>
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Unit: Support Health and Safety in a Learning Environment

Unit Code: J/651/3736

<p>Learning Outcomes <i>To achieve this unit a learner must be able to:</i></p>	<p>Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand how to plan and provide environments that support children and young people's health and safety</p>	<p>1.1 Explain the legislation in relation to health and safety in a learning environment 1.2 Describe the factors to consider when planning safe indoor and outdoor environments 1.3 Explain how health and safety is monitored and maintained in the learning environment</p>
<p>2. Understand how to recognise and manage risks to health, safety and security in a learning environment or during off-site visits</p>	<p>2.1 Give examples of potential risks and hazards in a learning environment</p>
<p>3. Understand how to support children and young people to assess and manage risk for themselves</p>	<p>3.1 Explain why it is important carry out a risk assessment 3.2 Give examples of ways to support children and young people to assess and manage risk in a learning environment 3.3 Give examples of ways to support children and young people to assess and manage risk in a learning environment</p>
<p>4. Understand appropriate responses to accidents, incidents, emergencies and illness in the learning environment and during off-site visits</p>	<p>4.1 Explain the policies and procedures of the learning environment in relation 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</p>
<p>5. Understand own role in assisting in the administration of medication</p>	<p>5.1 Explain 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</p>

Unit: Understand How to Safeguard Children and Young People

Unit Code: K/651/3737

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand legislation, guidelines, policies and procedures for safeguarding children and young people	1.1 Outline current legislation, guidelines, policies and procedures that relate to 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 within safeguarding 2.4 Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed
3. Understand the need to ensure children and young people's safety and protection in the learning environment	3.1 Explain why we need to ensure children and young people are protected from harm within the learning environment 3.2 Identify the possible risks and consequences for children and young people when online and using digital devices 3.3 Describe ways of reducing risk to children and young people from internet use and social network 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 safeguarding children and young people 4.2 Identify different types of abuse and bullying 4.3 Outline the possible signs, indicators and behaviours that may cause concern 4.4 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures 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 Explain ways that 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

	<p>5.3 Identify the signs of possible mental health concerns in children and young people</p> <p>5.4 Explain the need to work with children and young people to enable them to develop emotional health and mental well-being</p>
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Unit: Develop Professional Relationships with Children, Young People and Adults

Unit Code: L/651/3738

<p>Learning Outcomes To achieve this unit a learner must be able to:</p>	<p>Assessment Criteria Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand the principles of developing positive relationships with children, young people and adults</p>	<p>1.1 Explain why effective communication is beneficial in developing positive relationships with children, young people and adults</p> <p>1.2 Describe ways you can build and maintain professional relationships with children, young people and adults</p> <p>1.3 Explain how to overcome barriers to professional relationships</p> <p>1.4 Explain how to use techniques to promote understanding when communicating with children and young people</p>
<p>2. Be able to develop professional relationships with children and young people</p>	<p>2.1 Demonstrate how to establish rapport and trusting relationships with children and young people</p> <p>2.2 Demonstrate supportive responses to children and young people's questions, ideas, suggestions and concerns</p> <p>2.3 Demonstrate how to support children and young people in making choices for themselves</p> <p>2.4 Give attention to individual children and young people in a way that is fair to them and the group as a whole</p> <p>2.5 Use different forms of communication to meet the needs of children and young people</p> <p>2.6 Demonstrate how to adapt communication with children and young people, taking in to consideration their age, stage of development and communication differences</p>
<p>3. Be able to develop professional relationships with adults</p>	<p>3.1 Demonstrate how to establish rapport and professional relationships with adults using techniques to promote mutual trust and understanding</p> <p>3.2 Demonstrate how to adapt communication with adults, taking into consideration, cultural and social differences, communication differences and the context of communication</p>
<p>4. Be able to support children and young people in developing relationships</p>	<p>4.1 Use ways of helping children and young people to understand the value of positive relationships with others</p> <p>4.2 Show how to be an effective role model in own relationships with children and young people</p> <p>4.3 Demonstrate ways of encouraging and supporting children and young people to:</p> <ul style="list-style-type: none"> • Understand and respect other people's individuality • Deal with conflict for themselves • Respect the feelings and points of view of others

<p>5. Be able to support inclusion and inclusive practices</p>	<p>5.1 Explain what is meant by inclusion and inclusive practices</p> <p>5.2 Identify barriers to children and young people's participation</p> <p>5.3 Demonstrate ways of supporting inclusion and inclusive practices in own work with children and young people</p>
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Unit: Understand How Children and Young People Develop

Unit Code: M/651/3739

<p>Learning Outcomes <i>To achieve this unit a learner must be able to:</i></p>	<p>Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand the factors that influence children and young people's development and how these affect practice</p>	<p>1.1 Explain how children and young people's development is influenced by a range of factors</p> <p>1.2 Explain how children and young people's development is influenced by a range of external factors</p> <p>1.3 Explain how theories of development and educational frameworks influence current practice</p>
<p>2. Understand how to monitor children and young people's development and interventions that should take place</p>	<p>2.1 Explain how to monitor children and young people's development using different methods</p> <p>2.2 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</p>
<p>3. Understand the importance of early intervention</p>	<p>3.1 Explain the importance of early identification of speech, language and communication delays.</p> <p>3.2 Explain how teams work together to support language speech and communication delays</p> <p>3.3 Explain how play and activities are used to support speech, language and communication</p>

Unit: Support Positive Behaviour in Children and Young People

Unit Code: Y/651/3740

<p>Learning Outcomes <i>To achieve this unit a learner must be able to:</i></p>	<p>Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand policies and procedures for promoting children and young people's positive behaviour in a learning environment</p>	<p>1.1 Summarise policies and procedures relevant to promoting positive behaviour 1.2 Explain effective practice in relation to behaviour management</p>
<p>2. Be able to promote positive behaviour</p>	<p>2.1 Explain expectations in relation to positive behaviour and how this is promoted 2.2 Explain strategies for promoting positive behaviour according to the policies and procedures of the setting 2.3 Use effective role model behaviour for the standards of behaviour expected of children, young people and adults within the learning environment</p>
<p>3. Be able to manage behaviour that challenges in a learning environment</p>	<p>3.1 Demonstrate strategies to minimise disruption in a teaching and learning environment 3.2 Use policies and procedures to manage challenging behaviour 3.3 Provide support for colleagues in relation to challenging behaviour 3.4 Explain referral processes in line with policies and procedures for challenging behaviour</p>

Unit: Support Children and Young People During Learning Activities

Unit Code: A/651/3741

<p>Learning Outcomes <i>To achieve this unit a learner must be able to:</i></p>	<p>Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Be able to contribute to planning learning activities</p>	<p>1.1 Explain how support staff may contribute to the planning and delivery of learning activities to support teaching and learning</p> <p>1.2 Use knowledge of children and young people to contribute to planning and offer suggestions</p>
<p>2. Be able to prepare for learning activities</p>	<p>2.1 Select and prepare the resources required for the planned learning activities</p> <p>2.2 Explain the objectives, content and intended outcomes of learning activities</p> <p>2.3 Develop and adapt resources to meet the needs of learners</p>
<p>3. Be able to support learning activities</p>	<p>3.1 Select and demonstrate learning support strategies to meet the needs of learners</p> <p>3.2 Show how to work in partnership with others to support learning activities</p> <p>3.3 Show how to support the inclusion of all learners involved in learning activities</p> <p>3.4 Explain barriers when supporting learning activities and how to overcome these</p> <p>3.5 Show how to support learning in different environments</p>
<p>4. Be able to observe and report on learner participation and progress</p>	<p>4.1 Assess learner development, participation and progress</p> <p>4.2 Record observations and give feedback to others on learner development, participation and progress</p>
<p>5. Be able to contribute to the evaluation of learning activities</p>	<p>5.1 Show how to contribute to the evaluation of learning activities</p> <p>5.2 Use the outcomes of observations and assessments to:</p> <ul style="list-style-type: none"> • Provide feedback to learners on their progress • Provide the teacher with constructive feedback on the learning activities <p>5.3 Reflect on own practice in supporting learning activities</p>

Unit: Support English and Maths Skills

Unit Code: D/651/3742

<p>Learning Outcomes <i>To achieve this unit a learner must be able to:</i></p>	<p>Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Be able to identify learner needs for English and maths support</p>	<p>1.1 Collate information about learners English and maths and their support needs</p> <p>1.2 Identify and explain the teaching and learning objectives of a planned activity in relation to English and maths skills</p>
<p>2. Be able to provide English support to help learners access teaching and learning</p>	<p>2.1 Use knowledge of the individual needs of learners to provide English support</p> <p>2.2 Use opportunities to support the development of learners' English skills</p> <p>2.3 Use a range of approaches for supporting learners to develop reading and writing and communication skills</p> <p>2.4 Explain how to encourage self-esteem and confidence in relation to English skills</p>
<p>3. Be able to provide maths support to help learners access teaching and learning</p>	<p>3.1 Use knowledge of the individual needs of learners to provide maths support</p> <p>3.2 Use opportunities to support the development of learners' maths skills</p> <p>3.3 Use a range of approaches for supporting learners to use and solve mathematical problems</p> <p>3.4 Explain how to encourage self-esteem and confidence in relation to maths skills</p>

Unit: Support the Use of ICT in the Learning Environment

Unit Code: F/651/3743

<p>Learning Outcomes To achieve this unit a learner must be able to:</p>	<p>Assessment Criteria Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand the policy and procedures for the use of ICT for teaching and learning</p>	<p>1.1 Describe policies 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 1.4 Describe the requirements and procedures for storage and security of ICT resources 1.5 Explain how you promote internet safety and security</p>
<p>2. Understand how to prepare ICT resources for use in teaching and learning</p>	<p>2.1 Describe the risks associated with ICT resources and how to minimise them 2.2 List ICT resources that may be accessed in a teaching and learning environment 2.3 Explain the importance of the use of screening devices to prevent access to unsuitable material via the internet 2.4 Identify the process of reporting IT issues</p>
<p>3. Be able to support the use of ICT for teaching and learning</p>	<p>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 3.5 Ensure children and young people are supported to remain safe when using ICT</p>

Unit: Support Assessment for Learning

Unit Code: H/651/3744

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
<p>1. Understand the purpose and characteristics of assessment for learning</p>	<p>1.1 Explain the role of the support worker in relation to assessing learner achievement</p> <p>1.2 Summarise the difference between formative and summative assessment</p> <p>1.3 Explain the characteristics of assessment for learning</p> <p>1.4 Explain the importance and benefits of assessment for learning</p>
<p>2. Be able to use assessment strategies to promote learning</p>	<p>2.1 Use clear language and examples to discuss and learning goals and criteria for assessing progress with learners</p> <p>2.2 Use assessment opportunities to gain information and make judgements about how well learners are participating in activities</p>
<p>3. Be able to support learners in reviewing their learning strategies and achievements</p>	<p>3.1 Use information gained from monitoring learner participation to help learners to review their achievements and future learning needs</p> <p>3.2 Demonstrate ways to encourage learners to communicate their needs and ideas for future learning</p> <p>3.3 Show how to support learners to reflect on their learning and identify the progress they have made</p> <p>3.4 Show how to support learners to:</p> <ul style="list-style-type: none"> • Reflect on their learning • Identify the progress they have made • Identify their emerging learning needs • Identify the strengths and weaknesses of their learning strategy
<p>4. Be able to contribute to reviewing assessment for learning</p>	<p>4.1 Use the outcomes of assessment for learning to reflect on and improve own contribution to supporting learning</p> <p>4.2 Gain support from other colleagues on assessment outcomes and decisions</p> <p>4.3 Record assessment outcomes accordingly, as per workplace policy and procedure</p>
<p>5. Be able to maintain learner records</p>	<p>5.1 Collate the information needed to update learner records from valid and reliable sources</p> <p>5.2 Show how to raise any concerns about the information with the relevant people</p> <p>5.3 Review learner records to ensure they are accurate, complete and up to date</p> <p>5.4 Show how to maintain confidentiality according to organisational and legal requirements</p>

	5.5 Use organisational procedures to ensure secure storage of learner records
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Unit: Engage in Personal and Professional Development

Unit Code: J/651/3745

<p>Learning Outcomes To achieve this unit a learner must be able to:</p>	<p>Assessment Criteria Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand what is required within own work role</p>	<p>1.1 Describe the duties and responsibilities of own work role 1.2 Identify the key skills of a required to support teaching & learning 1.3 Explain where to gain more information about your own role and responsibilities</p>
<p>2. Be able to reflect on organisational practice</p>	<p>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</p>
<p>3. Be able to evaluate own performance</p>	<p>3.1 Evaluate own knowledge, performance and understanding 3.2 Demonstrate use of feedback to evaluate own performance and inform areas for development</p>
<p>4. Be able to agree a personal development plan</p>	<p>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 and development opportunities 4.3 Show how to work with others to agree a personal development plan and set targets</p>
<p>5. Be able to use learning opportunities and reflective practice to contribute to personal development</p>	<p>5.1 Evaluate how learning opportunities identified in your personal development plan have improved your 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</p>

Unit: Support Children and Young People’s Speech, Language and Communication

Unit Code: K/651/3746

<p>Learning Outcomes To achieve this unit a learner must be able to:</p>	<p>Assessment Criteria Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand the importance of speech, language and communication for children and young people’s overall development</p>	<p>1.1 Explain each of the terms:</p> <ul style="list-style-type: none"> • Speech • Language • Communication <p>1.2 Explain how children and young people’s speech, language and communication skills affect other areas of development</p> <p>1.3 Describe the potential impact of speech, language and communication needs on development in the short- and long-term</p> <p>1.4 Identify the current speech and language developmental milestones and the associated age range</p>
<p>2. Understand the role of support staff when supporting speech, language and communication development in the learning environment</p>	<p>2.1 Explain how support staff can effectively support and extend the speech, language and communication development of children and young people</p> <p>2.2 Identify key practitioners that you might work with when supporting with speech and language</p> <p>2.3 Identify how to report concerns on a child’s speech and language</p>
<p>3. Be able to provide support for the speech, language and communication development of children and young people in the learning environment</p>	<p>3.1 Demonstrate how to provide support for speech, language and communication for individuals, children and/or young people</p> <p>3.2 Analyse how the use of technology supports the development of speech, language and communication</p> <p>3.3 Demonstrate how to work with children and young people groups and one to one to develop speech, language and communication</p> <p>3.4 Demonstrate ways of supporting children and young people with communication and interaction needs to actively participate in learning tasks and activities</p>
<p>4. Be able to contribute to maintaining a positive environment that supports speech, language and communication</p>	<p>4.1 Show how to create a positive environment for supporting speech, language and communication development</p> <p>4.2 Reflect on own role in relation to supporting speech, language and communication development</p>

Unit: Understand How to Support Bilingual Learners

Unit Code: L/651/3747

<p>Learning Outcomes <i>To achieve this unit a learner must be able to:</i></p>	<p>Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand how to interact with bilingual learners</p>	<p>1.1 Explain the importance of conducting an initial assessment of bilingual learners</p> <p>1.2 Explain how to interact with bilingual learners</p> <p>1.3 Use language, which is appropriate to the age, level and understanding of the learner</p> <p>1.4 Explain why a specialist assessment may be required</p>
<p>2. Understand how to support bilingual learners to access the curriculum</p>	<p>2.1 Explain the importance of using the learners' preferred language to introduce and settle them into the learning environment</p> <p>2.2 Describe different learning activities and resources that can be used to promote personalised learning including development of learners' language skills</p> <p>2.3 Identify the challenges the bilingual learner may face to access learning</p> <p>2.4 Describe the strategies that support the learning and language development of individual bilingual learners</p>

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

Unit Code: M/651/3748

<p>Learning Outcomes To achieve this unit a learner must be able to:</p>	<p>Assessment Criteria Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand special educational needs and disabilities</p>	<p>1.1 Define and explain different types of SEND including;</p> <ul style="list-style-type: none"> • Autism • Learning difficulties • Physical impairments <p>1.2 Explain the impact of SEND on a child's learning, development, and well-being</p> <p>1.3 Explain the legal and ethical frameworks related to SEND</p> <p>1.4 Identify organisational processes in place to support children and young people with SEND.</p>
<p>2. Understand how to obtain information about individual needs, capabilities and interests of disabled children and young people, and those with special educational needs</p>	<p>2.1 Explain how to observe an identify needs and capabilities</p> <p>2.2 Explain the roles and responsibilities of other practitioners who might contribute to the support of children and young people with special educational needs and disabilities</p> <p>2.3 Identify how to record observations to identify needs and capabilities</p>
<p>3. Understand barriers to learning and barriers to participation</p>	<p>3.1 Identify the differences between global and special learning difficulties</p> <p>3.2 Explain how cognitive difficulties impact upon the development of language and communication and how this can impact learning</p> <p>3.3 Identify potential barriers to learning for children and young people with SEND including;</p> <ul style="list-style-type: none"> • Physical • Emotional • Environmental Factors <p>3.1 Discuss strategies to overcome barriers to learning and participation</p> <p>3.2 Explain ways to create a supportive learning environment, including the use of specialist equipment and technology resources available at your setting</p>
<p>4. Be able to demonstrate inclusive support for children and young people with SEND</p>	<p>4.1 Apply inclusive teaching methods including differentiated instruction, assistive technology, and consideration of varied learning styles.</p> <p>4.2 Create individualised learning plans (ILPs) that address specific learning needs.</p>

	<p>4.3 Promote positive attitudes towards individuals with SEND</p> <p>4.4 Explain how to work with children and young people using strategies to support their learning and development</p>
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Unit: Support Children and Young People During Transitions

Unit Code: R/651/3749

<p>Learning Outcomes To achieve this unit a learner must be able to:</p>	<p>Assessment Criteria Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand the range and impact of transitions that children and young people may experience</p>	<p>1.1 Explain the different types of transitions that children and young people may experience</p> <p>1.2 Explain how different types of transitions may affect a child or young person</p> <p>1.3 Explain how a child or young person's approach to transitions may be affected by their:</p> <ul style="list-style-type: none"> • Culture • Religion • Personal beliefs • Gender • Stage of development • Previous experiences <p>1.4 Explain how transitions may affect children and young people most at risk of exclusion or underachievement</p> <p>1.5 Explain why children and young people with disabilities or special educational needs may need additional support to manage transitions</p>
<p>2. Be able to recognise and respond to transitions in children and young people's lives</p>	<p>2.1 Explain the signs and indications that a child or young person is experiencing a transition in their life</p> <p>2.2 Provide opportunities for children and young people to explore and discuss significant events and experiences</p> <p>2.3 Identify signs of concern or distress in children or young people which may relate to a transitional experience</p> <p>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</p> <p>2.5 Use procedures of own work setting to share information or concerns about children or young people with the appropriate person</p>
<p>3. Be able to support children and young people to manage transitions in their lives</p>	<p>3.1 Explain ways of supporting children and young people to manage transitions in their lives</p> <p>3.2 Provide opportunities for children and young people to discuss the effects and results of transition</p>

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

Unit Code: A/651/3750

<p>Learning Outcomes <i>To achieve this unit a learner must be able to:</i></p>	<p>Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand the nature and importance of play and leisure</p>	<p>1.1 Describe the benefit of play and leisure and how they contribute to children and young people's development</p> <p>1.2 Distinguish between play and leisure, and adult-led activities</p> <p>1.3 Outline the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play</p>
<p>2. Understand own role in relation to the requirements of play and leisure activities</p>	<p>2.1 Describe own role in supporting children and young people's play and leisure activities</p> <p>2.2 Explain the importance of knowing when to leave children and young people to play or relax uninterrupted</p> <p>2.3 Identify adaptations that can be made to support children and young people with special educational needs and disabilities to participate</p>
<p>3. Understand how to balance risk and challenge with the benefits of the play and leisure opportunity</p>	<p>3.1 Explain the value of risk and challenge in children and young people's play and leisure</p> <p>3.2 Describe why it is essential for children and young people to manage risk and challenge for themselves</p>

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