CACHE Qualification Specification Optional Units

CACHE Level 3 Diploma in Specialist Support for Teaching and Learning in Schools (QCF)

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Section 1: Overview and Index

Overview

This document is an extension of the Qualification Specification for the CACHE Level 3 Diploma in Supporting Teaching and Learning in Schools qualifications suite.

It contains the optional units available for the CACHE Level 3 Diploma in Supporting Teaching and Learning in Schools (QCF). There are no optional units for the CACHE Level 3 Award in Supporting Teaching and Learning in Schools (QCF) or the CACHE Level 3 Certificate in Supporting Teaching and Learning in Schools (QCF).

Generic information covered in the CACHE Level 3 Diploma in Supporting Teaching and Learning in Schools Qualification Specification is not repeated in this document.

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, a unit has some Skills/Competence component(s).

Optional Units Index

Unit No.	Unit Ref.	Unit Title	Unit Type	L3 Dip Specialist Support for Teaching and Learning in Schools (SSTLS)	Level	Credit	GLH	Page	Notes
TDA 3.9	Y/601/7416	Invigilate tests and examinations	Knowledge / Skills	✔	3	3	19	17	
TDA 3.10	D/601/7711	Plan and deliver learning activities under the direction of a teacher	Skills	✔	3	4	21	25	
TDA 3.11	M/601/7714	Support literacy development	Knowledge / Skills	✔	3	3	18	31	
TDA 3.12	A/601/7716	Support numeracy development	Knowledge / Skills	✔	3	3	18	37	
TDA 3.13	J/601/7718	Support teaching and learning in a curriculum area	Skills	✔	3	3	12	43	
TDA 3.14	F/601/7720	Support delivery of the 14 – 19 curriculum	Knowledge / Skills	✔	3	3	15	49	

Unit No.	Unit Ref.	Unit Title	Unit Type	L3 Dip Specialist Support for Teaching and Learning in Schools (SSTLS)	Level	Credit	GLH	Page	Notes
EYMP 5	T/600/9789	Support children's speech, language and communication	Knowledge / Skills	✔	3	4	30	53	
TDA 3.15	L/601//7722	Provide literacy and numeracy support	Skills	✔	3	16	3	59	
TDA 3.16	R/601/7723	Support gifted and talented learners	Knowledge / Skills	✔	3	4	21	65	
TDA 3.17	Y/601/7724	Support bilingual learners	Skills	✔	3	4	23	71	
TDA 3.18	D/601/7725	Provide bilingual support for teaching and learning	Skills	✔	3	6	32	77	
TDA 3.19	H/601/7726	Support disabled children and young people and those with special educational needs	Knowledge / Skills	✔	3	5	24	85	
TDA 3.20	Y/601/7707	Support children and young people with behaviour, emotional and social development needs	Knowledge / Skills	✔	3	4	25	93	

Unit No.	Unit Ref.	Unit Title	Unit Type	L3 Dip Specialist Support for Teaching and Learning in Schools (SSTLS)	Level	Credit	GLH	Page	Notes
TDA 3.21	M/601/8121	Support learners with cognition and learning needs	Knowledge / Skills	✔	3	4	21	101	
TDA 3.22	K/601/8134	Support learners with communication and interaction needs	Knowledge / Skills	✔	3	4	21	107	
TDA 3.23	M/601/8135	Support learners with sensory and/or physical needs	Knowledge / Skills	✔	3	4	21	113	
TDA 2.20	A/601/9420	Assist in the administration of medication	Knowledge / Skills	✔	2	4	25	121	
HSC 2015	F/601/8060	Support individuals to meet personal care needs	Skills	✔	2	2	16	131	
TDA 3.24	D/601/8325	Support children and young people during transitions in their lives	Knowledge / Skills	✔	3	4	18	137	
CYPOP 10	L/601/1337	Develop interviewing skills for work with children and young people	Knowledge / Skills	✔	3	3	21	145	

Unit No.	Unit Ref.	Unit Title	Unit Type	L3 Dip Specialist Support for Teaching and Learning in Schools (SSTLS)	Level	Credit	GLH	Page	Notes
CYPOP 44	T/601/1381	Facilitate the learning and development of children and young people through mentoring	Knowledge / Skills	✔	3	4	30	149	
CYPOP 43	M/601/1377	Improving the attendance of children and young people in statutory education	Knowledge / Skills	✔	3	5	40	155	
SCMP 2	F/600/9780	Promote the well-being and resilience of children and young people	Knowledge / Skills	✔	3	4	30	161	
CYPOP 9	A/601/1334	Provide information and advice to children and young people	Knowledge / Skills	✔	3	3	22	167	
CYPOP 8	M/601/1329	Support young people to develop, implement and review a plan of action	Knowledge / Skills	✔	3	3	25	173	
LDSSMP 1	D/600/9785	Support children and young people to achieve their education potential	Knowledge / Skills	✔	3	4	30	179	
LDSSMP 2	M/600/9788	Support children and young people to make positive changes in their lives	Knowledge / Skills	✔	3	4	27	185	

Unit No.	Unit Ref.	Unit Title	Unit Type	L3 Dip Specialist Support for Teaching and Learning in Schools (SSTLS)	Level	Credit	GLH	Page	Notes
YP010-03	F/502/5242	Support young people in relation to sexual health and risk of pregnancy	Knowledge	✔	3	2	10	191	
YP007-03	R/502/5231	Support young people who are socially excluded or excluded from school	Knowledge	✔	3	2	10	195	
TDA 3.25	A/601/8333	Lead an extra-curricular activity	Knowledge / Skills	✔	3	3	16	199	
TDA 3.26	Y/601/8338	Maintain learner records	Knowledge / Skills	✔	3	3	12	205	
TDA 3.27	D/601/8342	Monitor and maintain curriculum resources	Knowledge / Skills	✔	3	3	14	211	
TDA 3.28	H/601/8357	Organise travel for children and young people	Knowledge / Skills	✔	3	2	12	219	
TDA 3.29	H/601/8360	Supervise children and young people on journeys, visits and activities outside of the setting	Knowledge / Skills	✔	3	3	15	225	

Unit No.	Unit Ref.	Unit Title	Unit Type	L3 Dip Specialist Support for Teaching and Learning in Schools (SSTLS)	Level	Credit	GLH	Page	Notes
LLUK/PSA	A/602/1846	Work in partnership with parents to engage them with their children's learning and development in schools	Knowledge / Skills	✔	3	6	31	231	
TDA 3.30	R/601/8368	Work with other practitioners to support children and young people	Knowledge / Skills	✔	3	3	15	239	
D5	Y/600/9669	Plan, allocate and monitor work of a team	Skills	✔	3	5	25	245	
B6	T/600/9601	Provide leadership and direction for own area of responsibility	Skills	✔	4	5	30	249	
B5	M/600/9600	Set objectives and provide support for team members	Skills	✔	3	5	35	253	
D7	M/600/9676	Support learning and development within own area of responsibility	Knowledge / Skills	✔	4	5	25	257	
TW3	A/501/5163	Team working	Skills	✔	3	3	30	261	

Section 2: Units

This section includes CACHE assessment tasks for tutors' convenience.
They are not mandatory.

Assessment Methods

Please note that the following assessment methods can be applied across knowledge only assessment criteria and the optional task devised by CACHE is an example of one such method.

- Direct observation
- Professional discussion
- Expert Witness evidence
- Learner's own work products
- Learner log or reflective diary
- Activity plan or planned activity
- Observation of children, young people or adults by the learner
- Portfolio of evidence
- Recognition of Prior Learning to evidence a full unit
- Reflection on own practice in real work environment
- Written and pictorial information
- Scenario or case study
- Task set by CACHE (for knowledge learning outcomes)
- Oral questions and answers
- Non-compulsory assessment method devised by centre and approved by CACHE.

Unit Layout

For each unit the following material has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit number	The unique number assigned by the owner of the unit (e.g. Edexcel, CACHE etc.).
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 QCF framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner. 1 credit = 10 learning hours.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	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.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Assessment task (set by CACHE)*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

* *Additional information, Unit assessment guidance* and *Assessment tasks* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information on them can be found.

TDA 3.9: Invigilate tests and examinations

Unit reference	Y/601/7416	**Level**	3
Credit value	3	**GLH**	19

Unit aim This unit provides the knowledge, understanding and skills required to invigilate external and internal tests and examinations, including module tests, practical and oral examinations, under formal conditions. It covers preparing examination rooms and resources, preparing candidates for the tests and examinations, as well as running and ending tests and examinations according to the centre's procedures. It also covers dealing with specific situations such as access arrangements, emergencies and suspicion of malpractice.

Learner name:	**CACHE Centre no:**
CACHE 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
Learning outcomes 2, 3, 4 and 5 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand policy and procedures for the conduct of tests and examinations.	1.1. Explain the centre's tests and examinations policy.		
	1.2. Explain the procedures and regulations for the conduct of external examinations and any inspection procedures related to this.		
	1.3. Explain the sorts of **access arrangements** that may be required for candidates with additional needs.		
	1.4. Explain the centre's procedures for responding to health, safety and security emergencies during a test or examination.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5. Explain the reasons why a candidate may need to be supervised between tests and examinations.		
2. Be able to prepare for tests and examinations.	2.1. Demonstrate the correct procedures for **setting up an examination room**.		
	2.2. Identify and obtain supplies of authorised stationery and materials including the correct test or examination papers.		
	2.3. Explain and demonstrate arrangements for the safe custody of question papers and other test or examination materials.		
	2.4. Identify and comply with any **specific requirements** for the test or examination and/or the candidates involved.		
	2.5. Identify and check any emergency communication system if available.		
3. Be able to prepare candidates for tests and examinations.	3.1. Explain the importance of having the examination room ready to admit candidates at the scheduled time.		
	3.2. Demonstrate the correct procedures for admitting candidates into the room.		

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. Perform the necessary checks for: • verifying the identity of the candidates • ensuring that no inadmissible equipment or materials are brought into the examination room • confirming candidates are seated according to the seating plan • ensuring that candidates have the correct papers and materials.		
	3.4. Explain the procedures for dealing with: • candidates who are not on the test or examination attendance list • candidates who arrive late for a test or examination.		
4. Be able to implement invigilation requirements.	4.1. Explain the importance of ensuring all rules and regulations relating to the conduct of tests and examinations are strictly applied and followed.		
	4.2. Give clear and unambiguous instructions to candidates at the start of tests and examinations.		

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. Demonstrate the correct procedures for completing an attendance register including specific requirements for candidates who are: • withdrawn from a test or examination • not on the register • late for a test or examination • absent from a test or examination.		
	4.4. Apply the centre's procedures for dealing with: • queries from candidates • disruptive behaviour or irregular conduct • candidates who want or need to leave the examination room during the test or examination.		
5. Be able to end tests and examinations.	5.1. Demonstrate the correct procedures for ending tests and examinations including: • collecting papers • allowing candidates to leave the examination room • completing test and examination records.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.2. Differentiate between ending tests and examinations when: • all candidates are due to finish their test or examination at the same time • some candidates are still engaged in a test or examination.		

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

Learner signature: Date:

Assessor sign off of completed unit: TDA 3.9
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	STL17 Invigilate tests and examinations.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. Learning outcomes 2, 3, 4 and 5 must be assessed in relation to the real work environment. **Access arrangements**: the arrangements made by the Centre and agreed by the awarding body, if appropriate, for candidates with additional needs, e.g. reading assistance, scribe, sign interpreter. **Setting up an examination room** includes: • the required number and positioning of desks/work stations • display of notices • clock • Centre number • instructions for candidates • seating plan • attendance register • health and safety arrangements • environmental conditions such as heating, lighting, ventilation and the level of outside noise. **Specific requirements** for the test or examination and/or the candidates involved e.g.: • further guidance • erratum notices • supervision of individual candidates between tests or examinations • access arrangements.

Assessment task – TDA 3.9 Invigilate tests and examinations

Task links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

You have been invited to apply to become an invigilator within your educational environment. For your interview you have been asked to prepare information to show that you can:

- explain the Centre's tests and examinations policy
- explain the procedures and regulations for the conduct of external examinations and any inspection procedures related to this
- explain the sorts of **access arrangements** that may be required for candidates with additional needs
- explain the Centre's procedures for responding to health, safety and security emergencies during a test or examination
- explain the reasons why a candidate may need to be supervised between tests and examinations.

TDA 3.10: Plan and deliver learning activities under the direction of a teacher

Unit reference	D/601/7711	**Level**	3	
Credit value	4	**GLH**	21	

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

Learner name:	**CACHE Centre no:**
CACHE 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
Learning outcomes 1, 2 and 3 must be assessed in real work environments by a vocationally competent assessor.			
1. Be able to plan learning activities under the direction of the teacher.	1.1. Explain the objectives, content and intended outcomes of learning activities as agreed with the teacher.		
	1.2. Explain how the learning activities relate to statutory and non-statutory frameworks for the school curriculum.		
	1.3. Plan and prepare learning activities, as directed by the teacher, for: • individual learners • small groups of learners.		

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. Use knowledge of the learners, the curriculum and own expertise to contribute to planning **partnership working** with the teacher as part of the overall lesson plan.		
2. Be able to deliver learning activities.	2.1. Demonstrate the use of teaching and learning methods to: • meet the agreed learning objectives and intended outcomes • maintain learners' motivation and interest • support and challenge learners • gather feedback on learners' progress and achievements.		
	2.2. Promote and support the inclusion of all learners involved in learning activities.		
	2.3. Organise and manage learning activities to ensure the safety of learners.		
	2.4. Work in partnership with the teacher to support learning activities for the whole class.		
3. Be able to monitor and assess learning outcomes.	3.1. Monitor learners' responses to activities.		
	3.2. Demonstrate ways of modifying activities to meet learners' needs.		
	3.3. Monitor learners' participation and progress in 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
	3.4. Use monitoring outcomes to provide learners with focused support and feedback.		
	3.5. Use a range of assessment techniques to support the evaluation of learners' progress in relation to the intended learning outcomes.		

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

Learner signature: Date:

Assessor sign off of completed unit: TDA 3.10
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	STL 23 Plan, deliver and evaluate teaching and learning activities under the direction of the teacher. Supports progression to the Professional standards for higher level teaching assistants (HLTAs).
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. Learning outcomes 1, 2 and 3 must be assessed in relation to the real work environment. **Partnership working:** working with the teacher to support teaching and learning, for example in whole-class plenary sessions.

Assessment task – TDA 3.10 Plan and deliver learning activities under the direction of a teacher

This is a skill/competency unit only; therefore, assessment by a CACHE task is not applicable.

TDA 3.11: Support literacy development

Unit reference	M/601/7714	**Level**	3
Credit value	3	**GLH**	18

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

Learner name:	**CACHE Centre no:**
CACHE 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
Learning outcomes 2 and 3 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand current national and organisational policies and practices for literacy development.	1.1. Explain the aims and importance of learning provision for **literacy development**.		
	1.2. Summarise the relevant **policy** and age-related expectations of learners relevant to literacy development in the setting.		
	1.3. Summarise the teacher's programme and plans for literacy development.		
2. Be able to support learners in developing reading and writing skills.	2.1. Use a range of **strategies for supporting learners to develop reading and writing skills**.		
	2.2. Select and use support strategies to meet the individual needs and learning targets of learners.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to support learners in developing speaking/talking and listening skills.	3.1. Use a range of **strategies for supporting learners to develop speaking/talking and listening skills**.		
	3.2. Create opportunities to help learners' understand the importance of attentive listening and taking turns to speak.		
	3.3. Encourage learners to contribute to conversations and discussions in a manner likely to enhance their self-confidence and self-esteem.		
	3.4. Encourage learners to respond constructively to other learners' contributions to conversations and discussions.		
	3.5. Respond to learners' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images.		

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

Learner signature: Date:

Assessor sign off of completed unit: TDA 3.11
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	STL 25 Support literacy development Introductory training materials for teaching assistants: • Literacy
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. Learning outcomes 2 and 3 must be assessed in relation to the real work environment. **Literacy development** covers the interrelated skills of: • reading • writing • speaking/talking and listening. **Policy** relevant to literacy development is the policy for English, Welsh and/or language as appropriate to the setting. **Strategies for supporting learners to develop reading and writing skills**, e.g.: • use of targeted prompts and feedback to develop use of independent reading and writing strategies • facilitating the participation of individuals or small groups in shared reading and writing activities • using phonics to help learners understand the sound and spelling system and use this to read and spell accurately • use of specific support strategies, e.g. paired reading, writing frames • use of specific support programmes, e.g. graded reading books, differentiated computer-based learning programmes, additional literacy support programmes.

	Strategies for supporting learners to develop speaking/talking and listening skills, e.g.: • providing opportunities for learners to engage in conversation, discussion and questioning • using open-ended questions to encourage learners to contribute to conversations and discussions • prompting shy or reticent learners to contribute to conversations and discussions and to respond to questions • using language and vocabulary which is appropriate to the learners' level of understanding and development • introducing learners to new words and language structures to help extend their vocabulary and structural command of language.

Assessment task – TDA 3.11 Support literacy development

Task links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

The opportunity to apply for a specialist responsibility in supporting literacy development has arisen in your educational environment. For your interview you have been asked to prepare information to show that you can:

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

TDA 3.12: Support numeracy development

Unit reference	A/601/7716	**Level**	3
Credit value	3	**GLH**	18

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

Learner name:	**CACHE Centre no:**
CACHE 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
Learning outcomes 2 and 3 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand current national and organisational frameworks for mathematics.	1.1. Explain the aims and importance of learning provision for **numeracy** development.		
	1.2. Summarise the national curriculum framework for mathematics including age-related expectations of learners as relevant to the setting.		
	1.3. Summarise the organisation's policy and curriculum framework for mathematics.		
	1.4. Explain the teacher's programme and plans for mathematics teaching and learning.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to support learners in developing numeracy skills.	2.1. Use a range of **strategies for supporting learners** to develop **numeracy skills**.		
	2.2. Select and use support strategies to meet the individual needs and learning targets of learners.		
3. Be able to support learners in using and applying mathematics.	3.1. Use a range of strategies for supporting learners to **use and apply mathematics** to solve problems.		
	3.2. Select and use support strategies to meet the individual needs and learning targets of learners.		
	3.3. Encourage learners to pursue their own lines of enquiry and find their own solutions to mathematical problems.		

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

Learner signature: Date:

Assessor sign off of completed unit: TDA 3.12
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	STL26 Support numeracy development Introductory materials for teaching assistants: • Mathematics
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Learning outcomes 2 and 3 must be assessed in relation to the real work environment. Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. **Numeracy:** a proficiency which involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams and tables. **Strategies for supporting learners** to develop numeracy skills and to use and apply mathematics, e.g.: • helping learners to interpret and follow instructions • reminding learners of teaching points made by the teacher • questioning and prompting learners • helping learners to select and use appropriate mathematical resources, e.g. number lines, measuring instruments, games, computer software and learning programmes • explaining and reinforcing correct use of mathematical vocabulary • using praise, commentary and assistance to encourage learners to stay on task • introducing follow-on tasks to reinforce and extend learning, e.g. problem-solving tasks, mathematical games, puzzles.

	Numeracy skills covers the skills needed to use and apply mathematics including:
	- counting and understanding numbers - knowing and using number facts - calculating - understanding shape - measuring - handling data. **Using and applying mathematics:** problem solving or pursuing a line of enquiry that involves representing ideas using numbers, symbols or diagrams, reasoning and predicting and communicating results orally or in writing.

Assessment task – TDA 3.12 Support numeracy development

Task links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

The opportunity to apply for a specialist responsibility in supporting numeracy development has arisen in your educational environment. For your interview you have been asked to prepare information to show that you can:

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

TDA 3.13: Support teaching and learning in a curriculum area

Unit reference	J/601/7718	**Level**	3
Credit value	3	**GLH**	12

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

Learner name:	**CACHE Centre no:**
CACHE 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
Learning outcomes 1, 2 and 3 must be assessed in real work environments by a vocationally competent assessor.			
1. Be able to use subject knowledge to support teaching and learning in a curriculum area.	1.1. Explain the aims of learning provision in a **curriculum area**.		
	1.2. Summarise the relevant school curriculum and age-related expectations of learners in the curriculum area.		
	1.3. Explain the relationship between the role of the teacher and own role in supporting teaching and learning in the curriculum area.		

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. Use own subject knowledge to: • contribute to the planning, delivery and evaluation of learning activities or lessons • support learners in developing knowledge, understanding and skills in the curriculum area • help learners address errors or misconceptions in understanding the principles and concepts of the subject area.		
2. Be able to develop own subject knowledge.	2.1. Carry out a realistic self-evaluation of own subject knowledge and skills.		
	2.2. Use feedback from teachers and others to identify any subject knowledge and skills that would help improve the support provided for teaching and learning in the curriculum area.		
	2.3. Identify and use **opportunities to improve own subject knowledge and skills**.		
	2.4. Demonstrate how new subject knowledge and skills have been incorporated into own practice.		
3. Be able to contribute to developing teaching and learning in a curriculum area.	3.1. Monitor advances in knowledge and practice relevant to the curriculum area to a sufficient level to keep abreast of developments.		

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. Use evidence of own and others' work to reflect on the effectiveness of support for teaching and learning in the curriculum area.		
	3.3. Make suggestions for improving support for teaching and learning in the curriculum area.		
	3.4. Share subject knowledge and expertise with colleagues to improve teaching and learning in the curriculum area.		

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

Learner signature: Date:

Assessor sign off of completed unit: TDA 3.13
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	STL 28 Support teaching and learning in a subject area.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. Learning outcomes 1, 2 and 3 must be assessed in relation to the real work environment. **Curriculum area** covers all forms of organised learning experienced across the curriculum. For example, thematically structured work in the primary phase, single subjects, vocational subjects and cross-curricular work in the 14–19 phase. **Opportunities to improve own subject knowledge and skills** through e.g.: - research - observing lessons - school-based development opportunities - external development programmes - journals and reports.

Assessment task – TDA 3.13 Support teaching and learning in a curriculum area

This is a skill/competency unit only; therefore, assessment by a CACHE task is not applicable.

TDA 3.14: Support delivery of the 14–19 curriculum

Unit reference	F/601/7720	**Level**	3
Credit value	3	**GLH**	15

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

Learner name:	**CACHE Centre no:**
CACHE 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
Learning outcomes 2 and 3 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand educational policy and practice for the education and training of 14 to 19 year olds.	1.1. Summarise current provision for 14 to 19 year olds in the compulsory and post-compulsory education sectors.		
	1.2. Explain the relationship between the compulsory and post-compulsory education sectors for 14 to 19 education and training.		
	1.3. Explain progression opportunities and routes for 14 to 19 year olds.		
2. Be able to support teaching and learning for 14 to 19 year olds.	2.1. Explain approaches to teaching and learning for 14 to 19 year old learners in 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
	2.2. Select and demonstrate learning support strategies to meet the needs of 14 to 19 year old learners.		
	2.3. Select, develop and use learning resources to meet the needs of 14 to 19 year old learners.		
	2.4. Demonstrate ways of supporting 14 to 19 year old learners to transfer learning to other **areas of life**.		
3. Be able to work collaboratively to support delivery of the 14 to 19 curriculum.	3.1. Explain the roles of different services and agencies in providing education and training for 14 to 19 year olds.		
	3.2. Explain the importance of effective team working with colleagues within and external to the setting for promoting the achievement and wellbeing of 14 to 19 year old learners.		
	3.3. Demonstrate ways of contributing to collaborative and **cross sector working** for planning, delivery and review of education and training for 14 to 19 year olds.		
	3.4. Use knowledge of the learners and curriculum to provide colleagues within and external to the setting with feedback on the participation and progress of 14 to 19 year old learners with whom they work.		

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

Learner signature: Date:

Assessor sign off of completed unit: TDA 3.14
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. Learning outcomes 2 and 3 must be assessed in relation to the real work environment. **Areas of life** include: ● work ● social ● personal ● home ● education. **Cross sector working** involves working with colleagues from both the compulsory and post-compulsory education sectors.

Assessment task – TDA 3.14 Support delivery of the 14–19 curriculum

Task links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

Within your educational establishment an opportunity has arisen for you to move into the area of supporting delivery of the 14-19 curriculum. In order to support your application you have been asked to write a brief paper that shows you can:

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

EYMP 5: Support children's speech, language and communication

Unit reference	T/600/9789	**Level**	3
Credit value	4	**GLH**	30

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

Learner name:	CACHE Centre no:
CACHE 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
Learning outcomes 3 and 4 must be assessed in real work environments by a qualified occupationally competent assessor.			
1. Understand the importance of speech, language and communication for children's overall development.	1.1. Explain each of the terms: • speech • language • communication • **speech, language and communication needs.**		
	1.2. Explain how speech, language and communication skills support each of the following areas in children's development: • learning • emotional • behaviour • social.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.3. Describe the potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term.		
2. Understand the importance and the benefits of adults supporting the speech, language and communication development of the children in own setting.	2.1. Explain the **ways** in which adults can effectively support and extend the speech, language and communication development of children during the early years.		
	2.2. Explain the relevant **positive effects** of adult support for the children and their carers.		
	2.3. Explain how levels of speech and language development vary between children entering early years provision and need to be taken into account during settling in and planning.		
3. Be able to provide support for the speech, language and communication development of the children in own setting.	3.1. Demonstrate **methods** of providing support taking into account the: • age • specific needs • abilities • home language (where this is different to that of setting) • interests of the children in own setting.		
	3.2. Demonstrate how day to day activities within the setting can be used to encourage speech, language and communication development in young children.		

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. Demonstrate in own practice how to work with children to develop speech, language and communication in: • 1:1 basis • groups.		
	3.4. Evaluate the effectiveness of speech, language and communication support for children in own setting.		
4. Be able to contribute to maintaining a positive environment that supports speech, language and communication.	4.1. Explain the importance of the environment in supporting speech, language and communication development.		
	4.2. Review evidence about the **key factors** that provide a supportive speech, language and communication environment.		
	4.3. Demonstrate how settings use the environment to provide effective support for speech, language and communication for all children.		

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

Learner signature: Date:

Assessor sign off of completed unit: EYMP 5
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	CCLD 301 Develop and promote positive relationships. CCLD 312 Plan and implement positive environments for babies and children under 3 years. Speech, language and communication framework. This unit covers, or links to competences from the SLCF Universal: A1, A5, A6, A8, A9, B1, B5, C1, C2, C3, C5, D1, D2 Enhanced: A4, B7, C1, C2, C3, C4, C15
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Learning outcomes 3 and 4 must be assessed in a real work environment. Unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.
Unit assessment guidance - provided by CACHE	Communication is a complex, two-way process, reliant on a wide range of skills including listening, understanding and means of expression as well as interaction skills. Consideration of the complexity of this process, and the many factors which can affect it, underpins effective communication in practice. **Speech language and communication needs** Children and young people with speech, language and communication needs (SLCN) have difficulties in communicating with others. It may be that they cannot express themselves effectively or they may have difficulties in understanding what is being said to them. Alternatively those who support them may not understand their way of communicating. Children and young people may have difficulties across one or many of the different elements of speech, language and communication resulting in a communication breakdown. This may be minor and temporary, or it may be complex and long-term. Under this umbrella term, there will be many different labels used. The term 'needs' refers both to the needs of the individual and to what society can do to support their inclusion. It implicitly looks both at the individual and the environment in which children play, learn, communicate and live.

Ways may include:

- the words and levels of language adults use with children (including the use of questions)
- their conversations/interactions with children
- information and activities used
- work with parents/carers.

Positive effects may include improvements in:

- speech, language and communication skills
- social interaction
- behaviour
- emotional development/self confidence.

Methods may include:

- adapting own language
- scaffolding the child's language
- giving children the time and opportunity to communicate
- facilitating communication between children with each other
- learning through play
- working with carers.

Key Factors may include:

- the physical environment
- staff roles and responsibilities
- training needs and opportunities
- views of the child
- appropriate involvement of carers.

Assessment task – EYMP 5 Support children's speech, language and communication

Task links to learning outcomes 1 and 2, assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2 and 2.3.

Scenario: Your work setting is preparing for their annual self evaluation activity. As a practitioner with responsibility for supporting children's speech language and communication, you are asked to provide the following evidence:

- an explanation of each of the following terms:
  - speech
  - language
  - communication
  - speech, language and communication needs
- an explanation of how speech, language and communication skills support each of the following areas in children's development:
  - learning
  - emotional
  - behaviour
  - social
- a description of the potential impact of speech, language and communication difficulties on the overall development of a child, both currently and in the longer term
- an explanation of the **ways** in which adults can effectively support and extend the speech, language and communication development of children during the early years, including the relevant **positive effects** of adult support for the children and their carers
- an explanation of how levels of speech and language development vary between children entering early years provision and need to be taken into account during settling in and planning.

TDA 3.15: Provide literacy and numeracy support

Unit reference	L/601/7722	**Level**	3
Credit value	3	**GLH**	16

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

Learner name:	**CACHE Centre no:**
CACHE 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
Learning outcomes 1, 2 and 3 must be assessed in real work environments by a vocationally competent assessor.			
1. Be able to identify pupils' needs for literacy and numeracy support.	1.1. Explain the importance of literacy and numeracy skills for accessing the wider curriculum.		
	1.2. Obtain and interpret information about pupils': • literacy and numeracy skills • learning targets • literacy and numeracy support needs.		
	1.3. Obtain and interpret information about: • the teaching and learning objectives of learning activities • the literacy and numeracy demands 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. Be able to provide literacy support to help pupils to access the wider curriculum.	2.1. Use knowledge of the individual needs of pupils to provide **literacy support**.		
	2.2. Identify and use opportunities provided by the learning activities to support development of pupils' **literacy skills**.		
	2.3. Deal with the challenges of the literacy demands of learning activities in ways that maintain pupils' confidence and self-esteem.		
3. Be able to provide numeracy support to help pupils to access the wider curriculum.	3.1. Use knowledge of the individual needs of pupils to provide **numeracy support**.		
	3.2. Identify and use opportunities provided by the learning activities to support development of pupils' **numeracy skills**.		
	3.3. Deal with the challenges of the numeracy demands of learning activities in ways that maintain pupils' confidence and self-esteem.		

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

Learner signature: Date:

Assessor sign off of completed unit: TDA 3.15
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	STL33 Provide literacy and numeracy support to enable pupils to access the wider curriculum.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. Learning outcomes 1, 2 and 3 must be assessed in relation to the real work environment. **Literacy support** is the support given to pupils to help them meet the literacy demands of the wider curriculum, e.g.: • helping pupils to interpret and follow oral and written instructions • prompting shy or reticent pupils to contribute to conversations and discussions and to respond to questions • helping pupils to select and use appropriate resources, e.g. personal dictionaries • adapting or differentiating learning materials • explaining words and phrases used by the teacher

	- use of targeted prompts and feedback to support pupils' use of relevant subject-specific language and vocabulary - acting as a scribe while the teacher is talking with the class - preparing pupils for lessons by, for example, reading the relevant chapter of a book in advance with them - encouraging pupils to engage in talk, discussion and oral rehearsal before completing reading and writing tasks - specific reading or writing support, e.g. amanuensis, reader. **Literacy** unites the important skills of reading, writing, speaking/talking and listening. **Numeracy support** is the support given to pupils to help them meet the numeracy demands of the wider curriculum, e.g.: - clarifying the learning task and helping pupils understand the mathematical aspect or content of the task - helping pupils to draw on their previous mathematical learning and experiences to encourage their active involvement in the learning activity - explaining words and phrases used by the teacher - helping pupils to select and use appropriate mathematical resources, e.g. individual number lines, measuring instruments, mathematical equipment - adapting or differentiating learning materials - using targeted prompts and feedback to support pupils' use of relevant mathematical knowledge and skills - explaining and reinforcing the relevant mathematical language, vocabulary and concepts.

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

Assessment task – TDA 3.15 Provide literacy and numeracy support

This is a skill/competency unit only; therefore, assessment by a CACHE task is not applicable.

TDA 3.16: Support gifted and talented learners

Unit reference	R/601/7723	**Level**	3
Credit value	4	**GLH**	21

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

Learner name:	CACHE Centre no:
CACHE 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
Learning outcomes 2 and 3 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand the needs of gifted and talented learners.	1.1. Explain the particular gifts or talents of learners in the setting.		
	1.2. Analyse the additional learning needs of **gifted** and **talented learners** in the setting.		
	1.3. Identify sources of support for gifted and talented pupils: • within the setting • outside 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. Be able to contribute to planning learning programmes for gifted and talented learners.	2.1. Use knowledge of the learners and curriculum to contribute to planning learning programmes to meet the personalised learning needs of gifted and talented learners.		
	2.2. Work with **others** to identify **acceleration**, **extension** and **enrichment** activities to meet the needs of gifted and talented learners in the setting.		
	2.3. Develop learning activities based on the planned learning objectives to: • add breadth and depth • accelerate the pace of learning • develop higher order learning skills • promote independent learning • support reflection and self-evaluation • maintain learners' motivation and interest.		
	2.4. Select and prepare **learning resources** relevant to: • the learners' needs, interests and abilities • the enriched teaching and learning objectives.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to support learning activities for gifted and talented learners.	3.1. Demonstrate a range of **strategies for ensuring the active participation of gifted and talented learners** in learning activities.		
	3.2. Work in partnership with learners to support the learning process.		
	3.3. Support learners in evaluating the extent to which the learning activities enabled them to meet their learning objectives.		
	3.4. Support learners to evaluate their learning strategies and achievements and plan future learning.		
	3.5. Provide information to learners about **other opportunities for developing their particular gifts or talents.**		

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

Learner signature: Date:

Assessor sign off of completed unit: TDA 3.16
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	STL34 Support gifted and talented pupils.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Learning outcome 2 and 3 must be assessed in relation to the real work environment. Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. **Gifted learners:** learners who have exceptional academic abilities. **Talented learners:** learners who have exceptional abilities in art and design, music, PE or in sports or performing arts such as dance and drama. **Others:** people within and outside the setting who can help in identifying gifted and talented learners and acceleration, extension and enrichment activities appropriate to their needs and abilities, e.g.: - learners and their families - subject specialists in the setting - subject specialists from the next stage of education e.g. secondary or FE/HE - local business people - undergraduate and postgraduate students. **Acceleration** is provided by extending the 'pitch' of learning objectives to those expected of older learners or introducing objectives from later years. **Extension** involves working in greater depth, with increasing complexity, subtlety or abstraction. **Enrichment** is about applying skills and understanding to a wider range of problems, including unfamiliar contexts, and bringing together different strands of the subject or curriculum area.

	Learning resources: materials, equipment (including ICT), software, books and other written materials (e.g. handouts, worksheets), DVDs, etc. that are required to support teaching and learning. **Strategies for ensuring the active participation of gifted and talented learners** in learning activities, e.g.: - providing information, guidance and support - using challenging questions to extend learners' thinking and engagement with the learning process - providing opportunities for learners to negotiate learning objectives - encouraging learners to make decisions about the methods they will use to achieve learning objectives - encouraging learners to collaborate in achieving learning objectives - encouraging learners to reflect on what they have achieved and what they could do next. **Other opportunities for developing particular gifts or talents** e.g.: - extra-curricular activities provided by the setting - community-based activities - local, regional and national clubs and interest groups.

Assessment task – TDA 3.16 Support gifted and talented learners

Task links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3

You have been asked to support gifted and talented learners. In order to prepare for this role, create a resource pack that will show that you can:

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

TDA 3.17: Support bilingual learners

Unit reference	Y/601/7724	**Level**	3
Credit value	4	**GLH**	23

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

Learner name:	CACHE Centre no:
CACHE 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
Learning outcomes 1, 2 and 3 must be assessed in real work environments by a vocationally competent assessor.			
1. Be able to interact with bilingual learners.	1.1. Interact with **bilingual learners** in a way that: • demonstrates respect for their first or home language(s), values, culture and beliefs • shows sensitivity to individual needs • reinforces positive self-images for the learners.		
	1.2. Use language and vocabulary which is appropriate to the learner's age, level of understanding and proficiency in the **target language**.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to support bilingual learners to develop skills in the target language.	2.1. Summarise the organisation's policy and procedures for supporting bilingual learners.		
	2.2. Summarise theories of first language acquisition and additional language acquisition and learning.		
	2.3. Use knowledge of language acquisition theories and the needs and interests of individual learners to support learning and development of the target language.		
	2.4. Demonstrate ways of introducing learners to new words and language structures to extend their vocabulary and structural command of the target language.		
3. Be able to support bilingual learners to access the curriculum.	3.1. Develop learning resources to meet the needs of bilingual learners.		
	3.2. Demonstrate **teaching, learning and assessment methods** to support the learning and language development of individual learners.		
	3.3. Deal with the challenges of the language demands of learning activities in ways that maintain the learner's confidence and self-esteem.		
	3.4. Encourage learners to become increasingly independent in their learning.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.5. Provide feedback to the teacher on the learner's participation and progress in relation to: • the learning activities • language development • subject knowledge, understanding and skills.		

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

Learner signature: Date:

Assessor sign off of completed unit: TDA 3.17
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	STL35 Support bilingual / multilingual pupils Introductory training materials for teaching assistants: • Inclusion
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. Learning outcomes 1, 2 and 3 must be assessed in relation to the real work environment. **Bilingual learners** are those who have been exposed to two or more languages. The term encompasses both those who are newly arrived and who are new to the language used to deliver the curriculum, and those more advanced bilingual learners who can communicate confidently in the language used to deliver the curriculum but need further support with language use in academic contexts. **Target language** is the additional or second language needed by bilingual learners i.e. English as an additional language (EAL) or Welsh/Gaeilge as a second language. **Teaching, learning and assessment methods** to support the learning and language development of bilingual learners e.g.: • allowing time for learners to adjust and become familiar with the structure and pace of lessons • ensuring learning objectives are explained clearly through visual supports • introducing, explaining and illustrating key vocabulary related to subject content • providing key visuals and displays that illustrate the process of tasks and the steps to take • scaffolding writing tasks • scaffolding oracy • modelling oral and written language to support acquisition • using ICT programs to support language skills and to reinforce learning

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

Assessment task – TDA 3.17 Support bilingual learners

This is a skill/competency unit only; therefore, assessment by a CACHE task is not applicable.

TDA 3.18: Provide bilingual support for teaching and learning

Unit reference	D/601/7725	**Level**	3
Credit value	6	**GLH**	32

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

Learner name:	**CACHE Centre no:**
CACHE 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
Learning outcomes 1, 2, 3 and 4 must be assessed in real work environments by a vocationally competent assessor.			
1. Be able to contribute to assessment of bilingual learners.	1.1. Carry out an **initial assessment** of **bilingual learners**, under the direction of a teacher, using learners' preferred language.		
	1.2. Work with **relevant people** to assess the experience, capabilities and learning style of bilingual learners in relation to the planned learning programme.		
	1.3. Explain why a **specialist assessment** may be required and the setting's procedures for arranging this.		

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. Provide feedback to learners and relevant people on the outcome of the assessment and the implications for meeting the learning, language development and wellbeing needs of the learner.		
	1.5. Provide information and support to relevant people to help them in meeting the learning, language development and wellbeing needs of the learner.		
2. Be able to provide bilingual support for learners.	2.1. Use learners' preferred language to introduce and settle them in to the learning environment and routines of the setting.		
	2.2. Work with relevant people to identify learning activities that promote **personalised learning** including development of learners' language skills.		
	2.3. Select and use **bilingual support strategies** to meet the needs of individual learners.		
	2.4. Provide good role models of both the first and **target language** for learners.		
	2.5. Use learners' first language to draw on their previous knowledge and experience to support further learning.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.6. Maintain and develop learners' first language in learning contexts to enable them to draw effectively on their whole language repertoire for learning.		
3. Be able to support communication with families of bilingual learners.	3.1. Interact with **families** of bilingual learners in a way that: • demonstrates a non-judgemental attitude • values diversity • recognises cultural, religious and ethnic differences • promotes trust.		
	3.2. Provide accessible information to families as agreed by the setting.		
	3.3. Encourage families to share information about their child to support the setting in providing for his/her wellbeing and education.		
	3.4. Accurately record any information provided by families and the communication methods used, and pass this information to the relevant person/people in the setting without delay.		

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 contribute to reviews of communication with families of bilingual learners.	4.1. Consult relevant people about the effectiveness of **communication** with families of bilingual learners.		
	4.2. Use knowledge of communication with families of bilingual learners to contribute to reviews of communication methods.		
	4.3. Identify any communication difficulties or issues arising as a result of **communication differences**.		
	4.4. Work with relevant people to resolve any communication difficulties or issues.		

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

Learner signature: Date:

Assessor sign off of completed unit: TDA 3.18
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	STL36 Provide bilingual/multilingual support for teaching and learning Introductory training materials for teaching assistants: • Inclusion

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Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. Learning outcomes 1, 2, 3 and 4 must be assessed in relation to the real work environment. **Initial assessment** provides the necessary information for the careful planning of learning activities needed for newly arrived learners including: • first language and ethnic background • fluency in English • previous educational experience and achievements • wider needs such as a learner's home situation. **Bilingual learners** are those who have been exposed to two or more languages. The term encompasses both those who are newly arrived and who are new to the language used to deliver the curriculum, and those more advanced bilingual learners who can communicate confidently in the language used to deliver the curriculum but need further support with language use in academic contexts. **Relevant people** are those with a need and right to provide and receive information about bilingual learners as relevant to the setting e.g.: • family members • teachers responsible for the learner • ethnic minority achievement coordinator • bilingual language support teacher • bilingual teaching assistants • EAL specialist teacher • language coordinator • English/Welsh/Gaeilge language teacher • relevant local authority advisory or peripatetic staff. Information sharing must always adhere to the setting's confidentiality policy and child protection procedures.

Specialist assessment:

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

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

Personalised learning:

maintaining a focus on individual progress, in order to maximise the capacity of all children and young people to learn, achieve and participate. This means supporting and challenging each learner to achieve national standards and gain the skills they need to thrive and succeed throughout their lives. 'Personalised learning' is about individual lesson plans or individualisation, where children are taught separately, largely through a one-to-one approach.

Bilingual support strategies e.g.:

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

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

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

Communication includes:

- verbal
- non-verbal
- informal
- formal.

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

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

Assessment task – TDA 3.18 Provide bilingual support for teaching and learning

This is a skill/competency unit only; therefore, assessment by a CACHE task is not applicable.

TDA 3.19: Support disabled children and young people and those with special educational needs

Unit reference	H/601/7726	**Level**	3
Credit value	5	**GLH**	24

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

Learner name:	**CACHE Centre no:**
CACHE 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
Learning outcomes 3, 4 and 5 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand the rights of disabled children and young people and those with special educational needs.	1.1. Summarise the legal entitlements of **disabled** children and young people and those with **special educational needs**.		
	1.2. Summarise the assessment and intervention frameworks for disabled children and young people and those with special educational needs.		
	1.3. Explain the importance of early recognition and intervention for disabled children and young people and those with special educational needs.		

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 purpose of individual plans for disabled children and young people and those with special educational needs.		
	1.5. Explain the principles of working inclusively with disabled children and young people and those with special educational needs.		
2. Understand the disabilities and/or special educational needs of children and young people in own care.	2.1. Explain the relationship between disability and special educational needs.		
	2.2. Explain the nature of the particular disabilities and/or special educational needs of children and young people with whom they work.		
	2.3. Explain the **special provision** required by children and young people with whom they work.		
	2.4. Explain the expected pattern of development for disabled children and young people and those with special educational needs with whom they work.		
3. Be able to support the inclusion of disabled children and young people and those with special educational needs.	3.1. **Obtain information** about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs with whom they work.		
	3.2. Identify **barriers to participation** for disabled children and young people and those with special educational needs with whom they work.		

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. Use knowledge of individual children and young people to remove barriers to participation.		
	3.4. Involve and consult children, young people and **others** at each stage of determining the steps that have to be taken to support **participation** and **equality of access**.		
	3.5. Demonstrate ways of supporting **inclusion** and inclusive practices in own work with disabled children and young people and those with special educational needs.		
4. Be able to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences.	4.1. Identify and implement **adaptations** that can be made to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences provided by the setting.		
	4.2. Support children and young people to use specialist aids and equipment as necessary to enable them to participate in activities and experiences.		
	4.3. Demonstrate ways of supporting participation and equality of access for disabled children and young people and those with special educational needs.		

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 support others to respond to the needs of disabled children and young people and those with special educational needs.	5.1. Encourage and support others to participate in observing and identifying the needs, capabilities and interests of disabled children and young people and those with special educational needs.		
	5.2. Encourage and support others to participate in activities with disabled children and young people and those with special educational needs.		
	5.3. Work in partnership with children, young people and others to review and improve activities and experiences provided for disabled children and young people and those with special educational needs.		

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

Learner signature: Date:

Assessor sign off of completed unit: TDA 3.19
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	CCLD 321 (STL38) Support children with disabilities or special educational needs Introductory training materials: • Inclusion
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Learning outcomes 3, 4 and 5 must be assessed in relation to the real work environment. Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. **Disabled:** The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. **Special educational needs:** children and young people with special educational needs learn differently from most children or young people of the same age. These children and young people may need extra or different help from that given to other children and young people. **Special provision**: provision which is additional to, or otherwise different from, the provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area. **Obtain information** about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs from: • the children and young people themselves • family members • colleagues within the setting • external support agencies • individual plans.

Barriers to participation:

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

Others according to own role, e.g.:

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

Participation involves:

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

Equality of access:

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

Inclusion:

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

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

- the environment
- activities
- working practice
- resources.

Assessment task – TDA 3.19 Support disabled children and young people and those with special educational needs

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

To ensure that each child has the opportunity to fulfil their potential it is important to gain an understanding of their individual needs. When working with children and young people with disabilities and special educational needs you will need to provide information that shows you can:

- summarise the legal entitlements of **disabled** children and young people and those with **special educational needs**
- summarise the assessment and intervention frameworks for disabled children and young people and those with special educational needs
- explain the importance of early recognition and intervention for disabled children and young people and those with special educational needs
- explain the purpose of individual plans for disabled children and young people and those with special educational needs
- explain the principles of working inclusively with disabled children and young people and those with special educational needs.

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, and 2.4.

You have a meeting scheduled with your mentor where you are going to hold a case review of the children and young people with disabilities and special educational needs that you are working with. To prepare for this produce notes that:

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

TDA 3.20: Support children and young people with behaviour, emotional and social development needs

Unit reference	Y/601/7707	**Level**	3
Credit value	4	**GLH**	25

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

Learner name:	CACHE Centre no:
CACHE 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
Learning outcomes 3, 4 and 5 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand the influences impacting on the behaviour, emotional and social development of children and young people.	1.1. Explain how aspects of upbringing, home circumstances, and physical and emotional health of children and young people could affect their ability to relate to others.		
	1.2. Explain the impact of any negative or traumatic home experiences of children and young people on their behaviour and emotional responsiveness.		
	1.3. Explain how psychological and psychiatric disorders affecting children and young people may impact on the way in which they relate to others.		

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 medication taken by children and young people may impact on their cognitive and physical abilities, behaviour and emotional responsiveness.		
2. Understand the special educational needs of children and young people with behaviour, emotional and social development needs.	2.1. Explain the particular behaviour, emotional and social development needs of children and young people in the setting.		
	2.2. Summarise the individual plans of **children and young people with behaviour, emotional and social development needs** with whom they work.		
3. Be able to support the behaviour management of children and young people with behaviour, emotional and social development needs.	3.1. Work with children, young people and **others** to identify and set behaviour goals and boundaries for children and young people with behaviour, emotional and social development needs.		
	3.2. Explain how goals and boundaries support children and young people to develop and consolidate social and emotional skills.		
	3.3. Provide support for children, young people and others to understand and apply goals and boundaries.		
	3.4. Work collaboratively with others to implement a positive, collegiate approach to the management of disaffection and challenging behaviour 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
	3.5. Use knowledge of children and young people with behaviour, emotional and social development needs to contribute to the provision of safe and supportive opportunities to establish and sustain community-based rules and develop social interaction.		
	3.6. Demonstrate strategies for promoting positive behaviour and managing **inappropriate behaviour** of children and young people with behaviour, emotional and social development needs.		
4. Be able to support children and young people with behaviour, emotional and social development needs to develop relationships with others.	4.1. Provide opportunities for children and young people with behaviour, emotional and social development needs to establish social contacts and relationships with others.		
	4.2. Demonstrate ways of encouraging cooperation between children and young people in ways which are commensurate to their age and stage of development.		
	4.3. Interact with children, young people and other adults in ways which provide a positive and consistent example of effective interpersonal relationships.		
	4.4. Demonstrate ways of responding to conflict situations and incidents of inappropriate behaviour with due consideration for own safety and that of others.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.5. Demonstrate strategies for helping rebuild damaged emotional relationships between: • children and young people • children or young people and adults.		
	4.6. Demonstrate ways of supporting children and young people to review their social and emotional skills and the impact of these on others and themselves.		
5. Be able to support children and young people with behaviour, emotional and social development needs to develop self-reliance and self-esteem.	5.1. Demonstrate ways of encouraging and supporting children and young people with behaviour, emotional and social development needs to: • communicate their feelings, needs and ideas • make their own decisions • accept responsibility for their actions.		
	5.2. Support children and young people to refocus on personal goals, boundaries and responsibilities following flashpoints where their self-control has been lost.		
	5.3. Provide opportunities for children and young people to develop self-management skills.		

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. Demonstrate strategies for recognising and rewarding achievements and efforts towards self-reliance that are appropriate to children and young people's age, abilities and level of development.		

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

Learner signature: Date:

Assessor sign off of completed unit: TDA 3.20
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	STL41 Support pupils with behaviour, emotional and social development needs
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. Learning outcomes 3, 4 and 5 must be assessed in relation to the real work environment.

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

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

Others according to own role e.g.:

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

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

Self- management skills:

personal skills that will help children and young people to organise themselves and manage their behaviour, including:
- exercising choice
- decision making
- problem solving
- self expression
- general life skills.

Assessment task – TDA 3.20 Support children and young people with behaviour, emotional and social development needs

As a worker in an educational environment who is working to support children and young people who have behaviour, emotional and social development needs, you have been asked to prepare a resource pack that:

- **section a)** deals with influences impacting on behavioural, emotional and social development
- **section b)** shows an understanding of special education needs of children and young people and social development needs.

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

Section a)

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

Task 2 links to learning outcome 2, assessment criteria 2.1 and 2.2.

Section b)

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

TDA 3.21: Support learners with cognition and learning needs

Unit reference	M/601/8121	**Level**	3
Credit value	4	**GLH**	21

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

Learner name:	CACHE Centre no:
CACHE 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
Learning outcomes 2 and 3 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand the special educational needs of learners with cognition and learning needs.	1.1. Explain how cognitive difficulties impact upon the development of language and communication, and vice versa, and how this affects learning.		
	1.2. Explain the significant differences between global learning difficulties which can affect all aspects of learning, and specific learning difficulties or language impairment which can exist as an anomaly in the overall pattern of a learner's abilities.		
	1.3. Explain the range of cognitive skills necessary for effective learning and the effects of single or multiple disabilities on functions such as perception, memory and information processing.		

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 particular **cognition and learning needs** of learners in the setting and the implications of these for supporting different types of learning activities.		
	1.5. Summarise the individual plans of **learners with cognition and learning needs** with whom they work.		
2. Be able to support learners with cognition and learning needs during learning activities.	2.1. Explain the importance of active learning for learners with cognition and learning difficulties.		
	2.2. Select and modify **learning resources** to meet the needs of learners with cognition and learning needs.		
	2.3. Demonstrate a range of **strategies for supporting learners with cognition and learning needs to actively participate in learning activities**.		
	2.4. Demonstrate ways of modifying **learning activities** to achieve incremental and lateral progression towards the intended learning outcomes for learners who are making extremely slow progress.		
3. Be able to support learners with cognition and learning needs to develop learning strategies.	3.1. Demonstrate a range of **strategies for supporting learners with cognition and learning needs to develop learning strategies.**		
	3.2. Demonstrate ways of promoting learners' self-esteem, self-confidence and self-help skills.		

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. Demonstrate ways of encouraging learners with cognition and learning needs to take responsibility for their own learning.		
	3.4. Listen carefully to learners and positively encourage them to communicate their needs and ideas for future learning.		
	3.5. Support learners to review their learning strategies and plan how to improve them.		

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

Learner signature: Date:

Assessor sign off of completed unit: TDA 3.21
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	STL40 Support pupils with cognition and learning needs
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. Learning outcomes 2 and 3 must be assessed in relation to the real work environment **Cognition and learning needs:** needs in relation to the skills required by effective learners, including: • language, memory and reasoning skills • sequencing and organisational skills • an understanding of number • problem-solving and concept development skills • fine and gross motor skills. **Learners with cognition and learning needs** are those who demonstrate features of: • moderate, severe or profound learning difficulties • specific learning difficulties, e.g. dyslexia, dyspraxia • autistic spectrum disorder. **Learning resources:** materials, equipment (including ICT), software, books and other written materials (e.g. handouts, worksheets), DVDs, etc. that are required to support teaching and learning. **Strategies for supporting learners with cognition and learning needs to actively participate in learning activities** e.g.: • providing levels of individual attention, reassurance and help with learning tasks as appropriate to the learner's needs • providing support as needed to enable the learner to follow instructions

	• giving positive encouragement, feedback and praise to reinforce and sustain the learner's interest and efforts in the learning activities. **Learning activities:** the planned learning tasks and activities for individual learners, groups of learners or the whole class. **Strategies for supporting learners with cognition and learning needs to develop learning strategies** e.g.: • structuring the learning environment to facilitate the development of organisational and memory skills • sequencing and structuring learning experiences so the learner develops organisational, information-processing and problem-solving skills • using specific visual, auditory and tactile methods to help the learner understand the functional use of objects and gain information about the environment • providing information, advice and opportunities for the learner to choose and make decisions about his/her own learning.

Assessment task – TDA 3.21 Support learners with cognition and learning needs

Task links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

You have been asked to support learners with cognition and learning needs. In order to prepare for this role, create a resource pack that will show that you can:

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

TDA 3.22: Support learners with communication and interaction needs

Unit reference	K/601/8134	**Level**	3
Credit value	4	**GLH**	21

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

Learner name:	CACHE Centre no:
CACHE 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
Learning outcomes 2 and 3 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand the special educational needs of learners with communication and interaction needs.	1.1. Explain the communication impairments and disorders of learners in the setting and the implications for language and communication development, social interaction and learning.		
	1.2. Explain the differences between normal patterns of communication and the specific or more unusual patterns of communication demonstrated by learners with significant developmental delay, impairment or those having some form of communication or language disorder.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.3. Explain the interaction between delayed language acquisition, cognitive development and sensory deficit.		
	1.4. Explain the specific language, communication and interaction needs of learners in the setting.		
	1.5. Summarise the individual plans of **learners with communication and interaction needs** with whom they work.		
2. Be able to support learners with communication and interaction needs to maximise learning.	2.1. Demonstrate ways of supporting learners with communication and interaction needs to actively participate in learning tasks and activities.		
	2.2. Select and use the most appropriate **mode of communication** to reinforce spoken language.		
	2.3. Support learners to make effective use of **augmented and alternative means of communication** as appropriate to their needs.		
	2.4. Demonstrate ways of supporting learners' efforts to participate in learning tasks and activities.		
	2.5. Demonstrate ways of promoting learners' self-esteem and independence.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to support learners with communication and interaction needs to develop relationships with others.	3.1. Provide opportunities for learners with communication and interaction needs to initiate, respond to and maintain relationships with **others**.		
	3.2. Demonstrate ways of supporting learners to: • contribute to conversations and discussions with others • respond constructively to other people's contributions to conversations and discussions.		
	3.3. Provide encouragement and support to enable others to respond positively to learners with communication and interaction needs.		
	3.4. Respond to learners' level of expressive and receptive language to reinforce spoken language and promote autonomy.		

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

Learner signature: Date:

Assessor sign off of completed unit: TDA 3.22
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	STL39 Support pupils with communication and interaction needs
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles.
	Learning outcomes 2 and 3 must be assessed in relation to the real work environment.
	Learners with communication and interaction needs:
	learners with severe and/or complex special educational needs arising from one or more of the following:
	- speech and language delay, impairments or disorders - specific learning difficulties, e.g. dyslexia, dyspraxia - autistic spectrum disorder - permanent sensory or physical impairment including blindness, deafness and visual impairment - moderate, severe or profound learning difficulties affecting their ability to communicate and interact with others.
	Mode of communication to reinforce spoken language e.g.:
	- visual - auditory - tactile - signing.
	Augmented and alternative means of communication are the systems and equipment used by learners with sensory or physical impairment to enable them to communicate with others and take part in learning activities, e.g.:
	Total Communication approaches and the associated use of a range of sign communication systems, including signed English and British sign language

	- Braille - equipment to enhance hearing, vision or speech, e.g. ICT equipment, auditory and visual aids, audiological and amplification equipment, low-vision devices, speech synthesizers. **Others** with whom learners interact in the setting e.g.: - peers - class teacher - subject teachers - support staff - parent helpers - professionals from outside of the setting e.g. speech and language therapist.

Assessment task – TDA 3.22 Support learners with communication and interaction needs

Task links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

You have been asked to support learners with communication and interaction needs. In order to prepare for this role, create a resource pack that will show that you can:

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

TDA 3.23: Support learners with sensory and/or physical needs

Unit reference	M/601/8135	**Level**	3
Credit value	4	**GLH**	21

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

Learner name:	**CACHE Centre no:**
CACHE 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
Learning outcomes 3 and 4 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand the impact of physical, motor and/or sensory disability on children and young people.	1.1. Explain the effect of a primary disability on children and young people's social, emotional and physical development.		
	1.2. Explain the effect of: • long-standing or progressive conditions • chronic illness, pain and fatigue on the emotions, learning, behaviour and quality of life of children and young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.3. Explain how medication taken by children and young people may impact on their cognitive and physical abilities, behaviour and emotional responsiveness.		
2. Understand the special educational needs of learners with sensory and/or physical needs.	2.1. Explain the nature and level of sensory and/or physical needs of learners in the setting.		
	2.2. Summarise the individual plans of **learners with sensory and/or physical needs** with whom they work.		
	2.3. Explain the roles and responsibilities of **others** who contribute to the support of learners with sensory and/or physical needs.		
	2.4. Explain the sorts of **specialist equipment** and technology used by learners with whom they work and how it helps overcome or reduce the impact of sensory or physical impairment.		
	2.5. Explain the importance of making optimal use of learners' residual sensory and physical functions.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to support learners with sensory and/or physical needs to maximise learning.	3.1. Adapt the layout of the learning environment and the equipment used to enable learners with sensory and/or physical needs to access and maximise learning opportunities.		
	3.2. Select, develop and use **teaching and learning materials** in the appropriate medium as required by learners with sensory and/or physical needs.		
	3.3. Demonstrate ways of supporting learners with sensory and/or physical needs to actively participate in learning activities as appropriate to their level of development, physical abilities and any medical conditions.		
	3.4. Demonstrate ways of using and helping learners to use any specialist equipment to maintain their comfort and maximise participation in learning activities.		
	3.5. Demonstrate ways of promoting learners' self-esteem and independence.		

| 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 implement structured learning programmes for children and young people with sensory and/or physical needs. | 4.1. Use knowledge of individual children and young people to contribute to planning **structured learning programmes**. | | |
| | 4.2. Work with children, young people and others to plan delivery of structured learning programmes to:

• minimise distractions
• minimise disruptions to normal routines and schedules
• take place at a time when children and young people are most receptive and will receive maximum benefit. | | |
| | 4.3. Explain the importance of being responsive and flexible in implementing structured activities for learners with sensory and/or physical needs. | | |
| | 4.4. Implement structured activities as agreed with children, young people and others to meet the needs of learners with sensory and/or physical needs. | | |

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

Learner signature: Date:

Assessor sign off of completed unit: TDA 3.23
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	STL42 Support pupils with sensory and/or physical needs
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. Learning outcomes 3 and 4 must be assessed in relation to the real work environment. **Learners with sensory and/or physical needs:** learners who demonstrate degrees of hearing, visual and/or physical impairment. **Others** who may contribute to supporting learners with sensory and/or physical needs e.g.: - lead professional - family members - teachers responsible for the learner - specialist teachers within the setting or part of local support services - Special Educational Needs Coordinator - health professionals - allied health professionals e.g. therapists.

	Specialist equipment:
	equipment and learning aids which may be required by learners with sensory and/or physical needs, e.g.:
	• auditory aids
	• visual aids
	• mobility aids
	• Brailling machines
	• information and communication technology (ICT) hardware and software.
	Teaching and learning materials:
	the materials suitable for learners with sensory, multi-sensory or physical disabilities, e.g.:
	• tactile diagrams
	• Braille
	• subtitled video or DVD material
	• ICT hardware and software.
	Structured learning programmes:
	individual learning programmes to address the additional needs of learners with sensory and/or physical needs, e.g. physiotherapy, mobility, speech and language therapy, occupational therapy and independence programmes.

Assessment task – TDA 3.23 Support learners with sensory and/or physical needs

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

You have been asked to support learners with sensory and physical needs. In order to prepare for this role, create a resource pack that will show you can:

- explain the effect of a primary disability on children and young people's social, emotional and physical development
- explain the effect of:
    - long-standing or progressive conditions
    - chronic illness, pain and fatigue

  on the emotions, learning, behaviour and quality of life of children and young people
- explain how medication taken by children and young people may impact on their cognitive and physical abilities, behaviour and emotional responsiveness.

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3, 2.4 and 2.5.

Add to your resource pack information that will show you can:

- explain the nature and level of sensory and/or physical needs of learners in the setting
- summarise the individual plans of **learners with sensory and/or physical needs** with whom they work
- explain the roles and responsibilities of **others** who contribute to the support of learners with sensory and/or physical needs
- explain the sorts of **specialist equipment** and technology used by learners with whom you work, and how it helps overcome or reduce the impact of sensory or physical impairment
- explain the importance of making optimal use of learners' residual sensory and physical functions.

TDA 2.20: Assist in the administration of medication

Unit reference	A/601/9420	**Level**	2
Credit value	4	**GLH**	25

Unit aim	This unit provides the knowledge, understanding and skills needed to assist with the administration of medication under the direction of a health professional. Training in the administration of medication is an essential pre-requisite for those undertaking this role. This unit is about assisting in the administration of medication to an individual, or as part of a larger process where a "drug round" may be undertaken. It will always involve working with other staff within this context whose role is to lead the process.

Learner name: **CACHE Centre no:**

CACHE 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
Learning outcomes 5, 6 and 7 must be assessed in real work environments by a vocationally competent assessor.			
1. Know the current legislation, guidelines and policies relevant to the administration of medication.	1.1. Identify the current national legislation and guidelines relevant to the administration of **medication.**		
	1.2. Outline the organisational policies for the management and administration of medication.		
2. Understand own role in assisting in the administration of medication.	2.1. Describe own responsibilities and accountability in relation to assisting with the administration of medication.		
	2.2. Explain the importance of working under the direction of a qualified health professional when assisting with the administration of medication.		

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. Explain the importance of working within own area of competence and seeking advice when faced with situations outside own area of competence.		
3. Understand the requirements and procedures for assisting in the administration of medication.	3.1. Explain the purpose and significance of the information which should be provided on the label of a medication.		
	3.2. Describe the different **routes** for the administration of medication.		
	3.3. Describe the types, purpose and function of **materials and equipment needed for the administration of medication** within own area of responsibility.		
	3.4. Describe the various aids which can be used to help individuals take their medication.		
	3.5. Explain the importance of applying **standard precautions for infection control** and the potential consequences of poor practice.		
	3.6. Explain why medication should only be administered against the individual's **medication administration record** and consistent with the prescriber's advice.		
4. Understand the requirements and procedures for ensuring patient safety.	4.1. Explain the importance of identifying the individual for whom the medications are prescribed.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2. Explain the importance of confirming the medication against the prescription/ protocol with the **person leading the administration** before administering it.		
5. Be able to prepare for the administration of medication.	5.1. **Obtain or confirm valid consent** for the administration of medication.		
	5.2. Apply standard precautions for infection control.		
	5.3. Select, check and prepare the medication according to the medication administration record or medication information leaflet.		
	5.4. Explain the importance of referring confusing or incomplete instructions back to person leading the administration or the pharmacist.		
	5.5. **Check and confirm the identity of the individual** who is to receive the medication with the person leading the activity and with the individual themselves before the medication is administered.		
6. Be able to assist in the administration of medication.	6.1. Contribute to administering the medication to the individual using the correct technique and at the prescribed time according to the care plan.		
	6.2. Assist the individual to be as self managing as possible.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	6.3. Explain the importance of seeking help and advice from a relevant member of staff if the individual will not or cannot take the medication.		
	6.4. Monitor the individual's condition throughout the administration process.		
	6.5. Explain the kinds of adverse effects that may occur and the appropriate action to take.		
	6.6. Check and confirm that the individual actually takes the medication and does not pass medication to others.		
7. Be able to contribute to the management of medications and administration records.	7.1. Explain the importance of keeping accurate and up-to-date records of the administration of medication.		
	7.2. Contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely.		
	7.3. Maintain the security of medication and related records throughout the administration process and return them to the correct place for storage.		
	7.4. Maintain the confidentiality of information relating to the individual at all times.		
	7.5. Check the stock level of medications and take **appropriate action to obtain new stocks** when required.		

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

Assessor sign off of completed unit: TDA 2.20
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.
Assessor name:
Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	STL43 Assist in the administration of medication (SfH CHS2)
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	Simulation may be used for assessment criterion 6.1.
Unit assessment guidance – provided by the sector	Learning outcomes 5, 6 and 7 must be assessed in relation to the real work environment. Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles.
Unit assessment guidance - provided by CACHE	**Medication** may be from various drug categories such as: • general sales list • pharmacy only • prescription only. **Routes** for the administration of medication e.g.: • oral • topical – including skin creams • eye/ear or nasal drops • inhaled • injection – intra-muscular/sub-cutaneous.

Materials and equipment needed for the administration of medication e.g.:

- medicine trolley
- medicine pots
- spoons
- syringes
- containers
- wipes
- drinking glasses
- water jug
- disposal bag
- medication administration record sheets/charts.

Standard precautions for infection control including:

- handwashing / cleansing before, during and after the activity
- the use of personal protective clothing
- management of blood and bodily fluid spillage
- waste management.

Medication administration record:

the documentation on which the medication has been ordered/ prescribed – this will vary across care settings and environments, such as hospital and community settings, including medications prescribed by GPs and dispensed by community pharmacists where the instructions will be found on the medication packaging.

Person leading the administration will be the senior professional in overall charge of the administration of medication in the setting e.g.:

- a registered nurse
- a registered midwife
- social worker.

Obtain consent according to current legislation and guidelines e.g.:

- for adults
- for children and young people
- for children and young people in schools
- for adults who lack the capacity to give consent for themselves.

	Check and confirm the identity of the individual who is to receive the medication e.g.: • verbally • using other appropriate communication e.g. Makaton • using identity bracelets • using photo ID. **Appropriate action to obtain new stocks** of medication: • inform the individual or the parent/guardian if appropriate, of the need to order new stocks of the medication(s) • inform the relevant health professional • assist in reordering if applicable.

Assessment task – TDA 2.20 Assist in the administration of medication

As part of your job role you have been asked to assist in the administration of medication. In order to show that you have the background knowledge and understanding necessary you have been asked to produce a resource file titled 'assisting in the administration of medication'. The resource file will be in four parts:

Part 1: Current legislation guidelines and policies
Part 2: Own role in assisting
Part 3: The requirements and procedures in assisting
Part 4: Safety requirements and procedures for ensuring safety

Task 1 links to learning outcome 1, assessment criteria 1.1 and 1.2.

Part 1: Current legislation guidelines and policies

This part will show that you can:

- identify the current national legislation and guidelines relevant to the administration of medication
- outline the organisational policies for the management and administration of medication.

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3

Part 2: Own role in assisting

This part will show that you can:

- describe own responsibilities and accountability in relation to assisting with the administration of medication
- explain the importance of working under the direction of a qualified health professional when assisting with the administration of medication
- explain the importance of working within own sphere of competence and seeking advice when faced with situations outside own sphere of competence.

Task 3 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5 and 3.6

Part 3: The requirements and procedures in assisting

This part will show that you can:

- explain the purpose and significance of the information which should be provided on the label of a medication
- describe the different routes for the administration of medication
- describe the types, purpose and function of materials and equipment needed for the administration of medication within own area of responsibility
- describe the various aids which can be used to help individuals take their medication
- explain the importance of applying standard precautions for infection control and the potential consequences of poor practice
- explain why medication should only be administered against the individual's medication administration record and consistent with the prescriber's advice.

Task 4 links to learning outcome 4, assessment criteria 4.1 and 4.2

Part 4: Safety requirements and procedures for ensuring safety

This part will show that you can:

- explain the importance of identifying the individual for whom the medications are prescribed
- explain the importance of confirming the medication against the prescription/ protocol with the person leading the administration before administering it.

HSC 2015: Support individuals to meet personal care needs

Unit reference	F/601/8060	**Level**	2
Credit value	2	**GLH**	16

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

Learner name:	**CACHE Centre no:**
CACHE 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
Learning outcomes 1, 2, 3, 4, 5 and 6 must be assessed in real work environments by a vocationally competent assessor.			
1. Be able to work with individuals to identify their needs and preferences in relation to personal care.	1.1. Encourage an **individual** to communicate their needs, preferences and personal beliefs affecting their **personal care**.		
	1.2. Establish the level and type of support and individual needs for personal care.		
	1.3. Agree with the individual how privacy will be maintained during personal care.		
2. Be able to provide support for personal care safely.	2.1. Support the individual to understand the reasons for hygiene and safety precautions.		
	2.2. Use protective equipment, protective clothing and hygiene techniques to minimise the risk of infection.		

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. Explain how to report concerns about the safety and hygiene of equipment or facilities used for personal care.		
	2.4. Describe ways to ensure the individual can summon help when alone during personal care.		
	2.5. Ensure safe disposal of waste materials.		
3. Be able to support individuals to use the toilet.	3.1. Provide support for the individual to use **toilet facilities** in ways that respect dignity.		
	3.2. Support individual to make themselves clean and tidy after using toilet facilities.		
4. Be able to support individuals to maintain personal hygiene.	4.1. Ensure room and water temperatures meet individual needs and preferences for washing, bathing and mouth care.		
	4.2. Ensure toiletries, materials and equipment are within reach of the individual.		
	4.3. Provide support to carry out personal hygiene activities in ways that maintain comfort, respect dignity and promote **active participation**.		

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 support individuals to manage their personal appearance.	5.1. Provide support to enable individual to **manage their personal appearance** in ways that respect dignity and promote active participation.		
	5.2. Encourage the individual to keep their clothing and personal care items clean, safe and secure.		
6. Be able to monitor and report on support for personal care.	6.1. Seek feedback from the individual and **others** on how well support for personal care meets the individual's needs and preferences.		
	6.2. Monitor personal care functions and activities in agreed ways.		
	6.3. Record and report on an individual's personal care in agreed ways.		

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

Learner signature: Date:

Assessor sign off of completed unit: HSC 2015
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 1, 2, 3, 4, 5 and 6 must be assessed in relation to the real work environment. **Personal care** in this unit refers to using toilet facilities, maintaining personal hygiene and attending to personal appearance. An **individual** is someone requiring care or support. T**oilet facilities** may include: • toilet • commode • bedpan • urinal. **Active participation** is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient. Activities an individual may use to **manage their personal appearance** may include: • hair care • nail care • shaving • skin care • use of cosmetics • use of prostheses & orthoses. **Others** may include: • family • friends • advocates • specialists • health care professionals • others who are important to the individual's well-being.

Assessment task – HSC 2015 Support individuals to meet personal care needs

This is a skill/competency unit only; therefore, assessment by a CACHE task is not applicable.

TDA 3.24: Support children and young people during transitions in their lives

Unit reference	D/601/8325	**Level**	3
Credit value	4	**GLH**	18

Unit aim   This unit covers the knowledge, understanding and skills to support children and young people through transitions in their lives. It requires competence in recognising and responding to signs and indications of transitions and supporting them to manage transitions and reach positive outcomes. Integrated working to support children and young people through transitions is an important aspect of this unit.

Learner name:	**CACHE Centre no:**
CACHE 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
Learning outcomes 2, 3 and 4 must be assessed in real work environments by a vocationally competent assessor.			
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 patterns of transition from childhood to adulthood.		
	1.3. Explain how different types of transitions may affect a child or young person.		

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 a child or young person's approach to transitions may be affected by their: • culture • religion • personal beliefs • gender • stage of development • previous experiences.		
	1.5. Explain how transitions may affect children and young people most at risk of exclusion or underachievement.		
	1.6. 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 with examples 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.		

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. Recognise and take account of any signs of change in the attitude and behaviour of individual children or young people.		
	2.5. Share information and concerns about children or young people with the appropriate person or agency according to the procedures of the setting.		
3. Be able to work with others to plan integrated support for children and young people going through transitions.	3.1. Explain the **support** available for children and young people going through transitions.		
	3.2. Explain the legal frameworks, organisational procedures, and **referral routes** to ensure **integrated working** for children and young people going through transition.		
	3.3. Use knowledge of individual children and young people to contribute to planning how to support them in managing transition.		
	3.4. Comply with legal, organisational and ethical requirements relating to the exchange of information.		
	3.5. Demonstrate respect for the role and expertise of other professionals in planning support for children and young people going through transitions.		
4. Be able to support children and young people to manage transitions in their lives.	4.1. Work within the boundaries and protocols that govern own role in supporting children or young people through transitions.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	4.2. Demonstrate ways of **supporting children and young people to manage transitions** in their lives.		
	4.3. Provide support in a timely way to help children and young people to manage transitions and reach positive outcomes.		
	4.4. Support children and young people to recognise and build on their strengths to manage change positively.		
	4.5. Provide opportunities for children and young people to discuss the effects and results of transition.		
	4.6. Explain when and how to refer children and young people to others within the setting or in other agencies should further support be necessary.		

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

Learner signature: Date:

Assessor sign off of completed unit: TDA 3.24
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	STL49 Support children and young people during transitions in their lives Common core of skills and knowledge for the children's workforce
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in relation to the real work environment. **Transition** refers to any significant stage or experience in the life of a child or young person that can affect behaviour and/or development. Transitions include those that are common to all children and young people, such as moving school and puberty, and those that are particular only to some, such as bereavement. **Types of transitions** including: • emotional, affected by personal experiences, e.g. bereavement • physical, e.g. moving to a new educational establishment, a new home/locality • intellectual, e.g. moving from pre-school to primary, or primary to secondary school • physiological, e.g. puberty, • long-term medical conditions. **Support** available for children and young people going through transitions: • within the setting • from other agencies. **Referral routes:** • within the setting • to other agencies. **Integrated working** involves everyone supporting children, young people and families working together effectively to put them at the Centre, meet their needs and improve their lives.

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

Assessment task – TDA 3.24 Support children and young people during transitions in their lives

Task links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

As a worker in an educational environment you are working alongside the pastoral team and have been asked to provide a display for parents/carers that would support a clearer understanding of the different types of transitions and their impact on children and young people. The information in this display must:

- explain the different **types of transitions** that children and young people may experience
- explain patterns of transition from childhood to adulthood
- explain how different types of transitions may affect a child or young person
- 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
- explain how transitions may affect children and young people most at risk of exclusion or underachievement
- explain why children and young people with disabilities or special educational needs may need additional support to manage transitions.

CYPOP 10: Develop interviewing skills for work with children and young people

Unit reference L/601/1337   **Level**   3

Credit value   3   **GLH**   21

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

Learner name:	CACHE Centre no:
CACHE 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
Learning outcomes 2 and 3 must be assessed in real work environments by a qualified vocationally competent assessor.			
1. Understand the process of preparing for and planning the interviews.	1.1. Identify why it is important to plan for the interview.		
	1.2. Explain the **components of the interview planning process**.		
2. Be able to conduct the interview with individual children or young people.	2.1. Use appropriate **communication skills** to encourage the participation of and engagement with the child or young person.		
	2.2. Provide any **relevant information** about the interview to the child or young person.		
	2.3. Conduct the interview to achieve the desired outcomes.		

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. Record the details of the interview according to confidentiality and information sharing protocols.		
3. Be able to implement interview follow up procedures.	3.1. Identify the **interview follow up procedures**.		
	3.2. Implement interview follow up procedures.		

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

Learner signature: Date:

Assessor sign off of completed unit: CYPOP 10
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	ENTO R7: Conduct interviews to support the recruitment process ENTO AG2: Support clients to make use of the advice and guidance service
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the QCF unit	Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.

| Unit assessment guidance – provided by the sector | Work with more than one young person would normally be required to demonstrate competence.

Components of the interview planning process:

- define interview objectives
- gather and assess all relevant information
- confirm the interview with the child/young person
- prepare the interview environment to facilitate a constructive interview and to ensure the safety of self and interviewee.

Communication skills

- active listening skills
- open questioning techniques
- use of appropriate body language
- how to give constructive feedback
- ways of empathising with children and young people whilst maintaining professional boundaries
- how to encourage children and young people to participate and communicate without showing bias or judgement
- using an appropriate environment.

Relevant information:

- interview objectives
- rights and responsibilities of interviewee
- rights and responsibilities of interviewer
- potential outcomes and interview follow up procedures.

Interview follow up procedures:

- recording and storing protocols of interview outcomes and documentation including dates of future interviews and following confidentiality protocols
- referral details (if appropriate)
- action plans and reviews. |
|---|---|

Assessment task – CYPOP 10 Develop interviewing skills for work with children and young people

Task links to learning outcome 1 assessment criteria 1.1 and 1.2.

In the real work environment part of your job role is to conduct effective interviews with children and young people to support their learning and development. Write a briefing note that shows that you can:

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

CYPOP 44: Facilitate the learning and development of children and young people through mentoring

Unit reference	T/601/1381	**Level**	3
Credit value	4	**GLH**	30

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

Learner name:	**CACHE Centre no:**
CACHE 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
Learning outcomes 2, 3 and 4 must be assessed in real work environments by a qualified vocationally competent assessor			
1. Understand how to facilitate the learning and development needs of children and young people through mentoring.	1.1. Explain the **interpersonal and communication skills** required to facilitate the learning and development needs of children and young people.		
	1.2. Explain how **different learning styles and methods** impact on the learning and development of 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
2. Be able to support children and young people to address their individual learning and development needs.	2.1. Support children or young people to express their goals and aspirations.		
	2.2. Support children or young people to identify ways of removing **barriers to achievement.**		
	2.3. Develop an **action plan** to address individual learning and development needs of children or young people.		
3. Be able to promote the wellbeing, resilience and achievement of individual children and young people through mentoring.	3.1. Explain the importance of promoting the well-being, resilience and achievement of children and young people through mentoring.		
	3.2. Demonstrate mentoring strategies and activities with children or young people that support their well-being and resilience.		
4. Be able to review the effectiveness of the mentoring process.	4.1. Assess the progress of individual children or young people against their action plans, suggesting improvements.		
	4.2. Evaluate the effectiveness of the mentoring process in facilitating the learning and development of the individual children or 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 of completed unit: CYPOP 44
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	CCLD 311: Facilitate individual learning and development through mentoring
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the QCF unit	Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Learning outcomes 2, 3 and 4 must be assessed in a real work environment. |
| Unit assessment guidance – provided by the sector | **Interpersonal and communication skills:**

- effective listening skills
- open questioning techniques
- use of appropriate body language
- how to give constructive feedback
- ways of empathising with children and young people whilst maintaining professional boundaries
- how to encourage children and young people to participate and communicate effectively in the mentoring process.

Different learning styles and methods:

- 1:1 learning
- working in pairs
- group working
- using electronic learning aids
- visual, auditory and tactile learning styles.

Barriers to achievement:

- low levels of literacy/communication skills
- low levels of numeracy skills
- bias and stereotyping in the learning process
- low learner motivation
- parental and/or peer influence. |

	Action plan for learning e.g.:
	- sets clear targets and outcomes appropriate for the individual learner - sets clear timescales for achievement - agrees the support that will be provided to help achievement of targets - agrees clear review and revision processes and procedures.

Assessment task – CYPOP 44 Facilitate the learning and development of children and young people through mentoring

Task links to learning outcome 1, assessment criteria 1.1 and 1.2.

In your work role as a mentor, to facilitate the learning and development of children and young people you have been asked to design a display on a sheet of A4 paper, accompanied by a set of written notes for the parent(s)/carer(s), families, children and young people which will:

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

CYPOP 43: Improving the attendance of children and young people in statutory education

Unit reference	M/601/1377	Level	3
Credit value	5	GLH	40

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

Learner name:	CACHE Centre no:
CACHE 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
Learning outcomes 3 and 4 must be assessed in real work environments by a qualified vocationally competent assessor.			
1. Understand the factors that impact on the attendance of children and young people in statutory education.	1.1. Explain the factors that can affect the attendance of children and young people in statutory education.		
	1.2. Explain how the factors that affect attendance of children and young people in statutory education can be minimised.		
2. Understand the role of individuals and agencies in improving attendance of children and young people in statutory education.	2.1. Evaluate the role of **different agencies** in improving the attendance of children and young people in statutory education.		
	2.2. Explain the role of key **individuals** in improving whole school attendance.		
	2.3. Explain **strategies** that can be used to improve the attendance of individual children and young people and whole school attendance.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to use attendance data to inform strategies and plans to improve attendance of children and young people in statutory education.	3.1. Obtain data on attendance of children and young people in statutory education.		
	3.2. Analyse data to identify patterns of attendance of children and young people in statutory education.		
	3.3. Store data records in compliance with all organisational and legislative requirements.		
	3.4. Use data to contribute to the development of strategies and plans to improve attendance and reduce persistent absence.		
4. Be able to support work with children, young people and families to improve attendance according to role and responsibilities.	4.1. Support engagement with children, young people and their families to address attendance issues.		
	4.2. Demonstrate in own practice ability to support planning and monitoring activities to improve attendance.		
	4.3. Liaise effectively with other agencies to improve attendance of children and young people in statutory 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 of completed unit: CYPOP 43
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	LDSS NOS Unit: 307: Contribute to improving attendance
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the QCF unit	Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles. Learning outcomes 3 and 4 must be assessed in a real work environment
Unit assessment guidance – provided by the sector	**Different agencies** e.g.: - Education Welfare - Social Services - Police. **Individuals**: - school staff including Behaviour and Education Support Teams (BEST) - education welfare staff - children's social workers - families and carers.

	Strategies e.g.: - linking improved attendance to whole school performance - engaging the support of families and carers - identifying 'at risk' pupils and providing appropriate support - providing appropriate parenting support if required.

Assessment task – CYPOP 43 Improving the attendance of children and young people in statutory education

In your role in the educational welfare services you have been asked to prepare a talk to parents who are new to the local school, on the importance of attendance for their children and young people. Prepare a set of notes which will show that you can:

Task 1 links to learning outcome 1, assessment criteria 1.1 and 1.2.

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

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2 and 2.3.

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

SCMP 2: Promote the well-being and resilience of children and young people

Unit reference	F/600/9780	**Level**	3
Credit value	4	**GLH**	30

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

Learner name:	**CACHE Centre no:**
CACHE 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
Learning outcomes 3 and 4 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand the importance of promoting positive well-being and resilience of children and young people.	1.1. Explain the **factors that influence the well-being** of children and young people.		
	1.2. Explain the importance of resilience for children and young people.		
	1.3. Analyse effective ways of promoting well-being and resilience in the work setting.		
	1.4. Describe ways of working with carers to promote well-being and resilience 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
2. Understand how to support the development of children and young people's social and emotional identity and self-esteem in line with their age and level of understanding.	2.1. Explain why social and emotional identity are important to the well-being and resilience of children and young people.		
	2.2. Explain how to support children and young people to identify with their own self image and identity.		
	2.3. Demonstrate how to encourage children and young people to recognise and value their own abilities, talents and achievements.		
	2.4. Demonstrate how to support children and young people to be involved in decisions and have as much control as possible over their lives.		
	2.5. Explain how goals and targets identified as part of the planning process contribute towards building the self-esteem of children or young people.		
3. Be able to provide children and young people with a positive outlook on their lives.	3.1. Demonstrate work with children or young people in a manner that is open, trustworthy, respectful and reliable.		
	3.2. Explain how a solution focused approach will encourage children and young people to have a positive outlook on their lives.		

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. Support and encourage children and young people to respond positively to challenges and disappointments.		
	3.4. Demonstrate **ways to encourage** and support children and young people to express their feelings, views and hopes.		
	3.5. Support children and young people to reflect on the impact of their own actions and behaviour.		
4. Be able to respond to the health needs of children and young people.	4.1. Support children and young people to recognise, value and meet their health needs as appropriate to their age and level of understanding.		
	4.2. Encourage children and young people to make positive choices about all of their **health needs.**		
	4.3. Assess any risks or **concerns** to the health and well-being of children and young people and take appropriate action.		
	4.4. Explain the importance of informing **relevant people** when there are concerns about a child or young person's health or well-being.		
	4.5. Record concerns about a child or young person's health or well-being following recognised procedures.		

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

Learner signature: Date:

Assessor sign off of completed unit: SCMP 2
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	HSC NOS Units 34 and 313 CCLD NOS Units 307 and 308 Professional Practice in residential child care Standards: 1.5, 2.2, 2.3 and 4.3 Training Support and Development Standards for Foster Care: 3.3 and 5.2
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	All of the assessment in this unit should be undertaken in relation to the stage of development and level of understanding of the child or young person concerned. **Factors that influence well-being** e.g.: • attachment • relationships • emotional security • health • self-esteem • diet • exercise • rest and sleep • prompt medical/dental attention when needed • preventive health programmes.

	Ways to encourage e.g.: • positive role models • cultural/ethnic networks • life story work. **Heath needs** e.g.: • physical • mental • sexual. **Concerns** e.g. • illness • injury • use of illegal substances • emotional distress • poor lifestyle choices • bullying (either as victim or perpetrator) • exploitative behaviour (either as victim or perpetrator) • harm or abuse • changes in behaviour. **Relevant people** e.g.: • carers • social workers • lead professionals • residential workers.
Unit assessment guidance – provided by the sector	Learning outcomes 3 and 4 must be assessed in real work environments by a qualified vocationally competent assessor. Unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Assessment task – SCMP 2 Promote the well-being and resilience of children and young people

Task links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4 and 2.5.

Promoting the well-being and resilience of children and young people in your care is an integral part of your job role. You have been asked to prepare a briefing note for a staff meeting which shows that you can:

- explain the factors that influence the well-being of children and young people
- explain the importance of resilience for children and young people
- analyse effective ways of promoting well-being and resilience in the work setting
- describe ways of working with carers to promote wellbeing and resilience in children and young people
- explain why social and emotional identity are important to the well-being and resilience of children and young people
- explain how to support children and young people to identify with their own self image and identity
- demonstrate how to encourage children and young people to recognise and value their own abilities, talents and achievements
- demonstrate how to support children and young people to be involved in decisions and have as much control as possible over their lives
- explain how goals and targets identified as part of the planning process contribute towards building the self-esteem of children or young people.

CYPOP 9: Provide information and advice to children and young people

Unit reference	A/601/1334	**Level**	3
Credit value	3	**GLH**	22

Unit aim   The aim of this unit is to provide the learner with the skills and knowledge to enable them to provide accurate, up to date and impartial information and advice to children and young people, to enable them to make an informed choice about their future.

Learner name:	**CACHE Centre no:**
CACHE 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
Learning outcomes 2 and 3 must be assessed in real work environments by a qualified vocationally competent assessor.			
1. Understand the role of practitioners in providing information and advice to children and young people.	1.1. Explain the importance of providing accurate and up to date information and advice to children and young people.		
	1.2. Explain the role of practitioners in providing impartial information and advice to children and young people.		
2. Be able to establish and address the information and advice needs of children and young people.	2.1. Encourage the participation of and engagement with children and young people to establish their information and advice needs.		
	2.2. Select information from **appropriate sources** that will best meet the needs of the young person.		

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. Verify the accuracy and currency of information before presenting it to the young person.		
	2.4. Explain approaches to managing situations when the child and young person's choices are different to those of their carers.		
3. Be able to provide children and young people with appropriate information and advice to enable them to make informed choices.	3.1. Explain why it is important to provide opportunities for children and young people to make informed choices.		
	3.2. Evaluate with the young person the choices available to them.		
	3.3. Demonstrate in own practice how to check that the young person has understood the range of options available to them.		
	3.4. Record the interaction with the young person following all organisational procedures and **legal requirements.**		

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

Learner signature: Date:

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Assessor sign off of completed unit: CYPOP 9
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	ENTO Unit: AG2: Support clients to make use of the advice and guidance service.
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the QCF unit	Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles. Learning outcomes 2 and 3 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	The kind of information needed by practitioners: • interests and aspirations of the young person • evidence of achievements e.g. academic qualifications, other certificates e.g. first aid, lifeguard, employer testimonials, school report • young person's motivation • any other relevant evidence e.g. physical fitness if that is relevant to the aspirations of the young person. Ways of encouraging the participation of and engagement with children and young people: • active listening • open questioning • checking understanding • summarising

| | presenting information inviting feedback using appropriate settings.
Appropriate sources:
paper based sources e.g. career development leaflets, college/HEI prospectuses
web based sources e.g. UCAS.
Available choices:
remaining in full time education
applying for an apprenticeship/advanced apprenticeship
progressing to higher education
employment.
Legal requirements: data protection confidentiality. |

Assessment task – CYPOP 9 Provide information and advice to children and young people

Task links to learning outcome 1, assessment criteria 1.1 and 1.2.

In your real work environment part of your job role is to provide information and advice to children and young people. In preparation for this write a briefing note that shows that you can:

- explain the importance of providing accurate and up to date information and advice to children and young people
- explain the role of practitioners in providing impartial information and advice to children and young people.

CYPOP 8: Support young people to develop, implement and review a plan of action

Unit reference	M/601/1329	**Level**	3
Credit value	3	**GLH**	25

Unit aim   The purpose of this unit is to provide learners with the skills and knowledge to enable them to work with individual young people to help them develop an action plan.

Learner name:	**CACHE Centre no:**
CACHE 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
Learning outcomes 2, 3, 4 and 5 must be assessed in real work environments by a qualified vocationally competent assessor.			
1. Understand the importance for young people of developing a personal action plan for their future development needs.	1.1. Explain why young people should be encouraged to develop a personal **action plan** to support their future development.		
	1.2. Evaluate the role of the support worker in encouraging young people to develop the action plan.		
2. Be able to support young people to develop an action plan.	2.1 Explain the **preliminary and preparatory actions** to take when supporting young people to develop an action plan.		
	2.2. Demonstrate how young people are encouraged to identify their needs and aspirations.		

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. Demonstrate in own practice work with young people to identify and evaluate the **range of options** available to them.		
	2.4. Demonstrate in own practice work with young people to develop an action plan.		
3. Be able to support young people to work towards implementation of their action plan.	3.1. Give examples from own practice of support required by young people implementing actions within their plan.		
	3.2. Demonstrate how to give practical support for young people working towards implementation of actions within their plan.		
4. Be able to support young people to review and revise their action plan.	4.1. Explain why it is important for young people to review their progress against their action plan.		
	4.2. Demonstrate in own practice how to **review the action plan** with young people.		
5. Be able to review own role in supporting the development and implementation of the young person's action plan.	5.1. Explain why it is important to review own contribution to the development and implementation of the young person's action plan.		
	5.2. Evaluate own contribution to the process.		

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

Learner signature: Date:

Assessor sign off of completed unit: CYPOP 8
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	Legal advice NOS Unit (Skills for Justice): Support clients to plan, implement and review action.
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the QCF unit	Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles. Learning outcomess 2, 3, 4 and 5 must be assessed in a real work environment.
Unit assessment guidance – provided by the sector	Reasons why young people should be encouraged to develop an **action plan**: • to identify personal and/or educational development needs • to agree achievable goals • to agree how to achieve those goals • to identify additional support needs. **Preliminary and preparatory actions:** • explaining to young people why the action plan is important • checking their understanding • establishing constructive and supporting relationships with the young people.

Range of options e.g.:

- working to continue in full time education
- working towards an apprenticeship
- working towards employment.

Action planning that e.g.:

- identifies clear goals and outcomes
- identifies achievable timescales for reaching the goals
- specifies the ways in which the young person will achieve their goals
- specifies review dates
- identifies any support needed to achieve those goals such as :
  - additional formal tuition e.g. literacy/language skills
  - support from a learning mentor
  - support in writing a CV
  - support to develop interview/employability skills.

Review action plan:

- identify achievements
- identify where goals have not been met
- agree reasons for non-achievement
- revise the action plan to set new goals and milestones
- agree any additional support necessary to help the young person to achieve their goals.

Assessment task – CYPOP 8 Support young people to develop, implement and review a plan of action

Task links to learning outcome 1, assessment criteria 1.1 and 1.2.

In your real work environment part of your job role is to work with individual young people to help them develop **action plans**. In preparation for this role you have been asked to write a briefing note which shows that you can:

- explain why young people should be encouraged to develop a personal action plan to support their future development
- evaluate the role of the support worker in encouraging young people to develop the action plan.

LDSSMP 1: Support children and young people to achieve their education potential

Unit reference	D/600/9785	**Level**	3
Credit value	4	**GLH**	30

Unit aim   The aim of this unit is to provide learners with the skills and knowledge required to enable them to support individual children and young people to achieve their educational potential.

Learner name:	**CACHE Centre no:**	
CACHE 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
Learning outcomes 2, 3 and 4 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand the principles, values and current legislation that supports work to help children and young people achieve their educational potential.	1.1. Explain the **principles and values** that underpin work to support children and young people to achieve their educational potential.		
	1.2. Explain **current legislation** and guidance relating to the provision of and access to educational opportunities for children and young people.		
	1.3. Evaluate the **factors that can contribute to low achievement** by 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
2. Be able to support children and young people to identify and articulate their learning needs, set goals and plan actions.	2.1. Support children or young people to articulate their educational needs and aspirations.		
	2.2. Support children or young people to develop a **plan of action** identifying realistic goals for their educational development.		
3. Be able to support children and young people to work towards their educational goals.	3.1. Identify and celebrate individual children or young people's **successes and achievements**.		
	3.2. Identify **barriers** to achievement and support individual children or young people to work towards finding solutions.		
	3.3. Provide support and guidance to children or young people to help them work towards achieving their educational goals.		
4. Be able to review educational achievements with children and young people.	4.1. Evaluate with individual children or young people, their achievements against their action plans.		
	4.2. Discuss and agree with individual children or young people ways of addressing and overcoming any problems and modify the action plan accordingly.		

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

Learner signature: Date:

Assessor sign off of completed unit: LDSSMP 1
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	LDSS Unit 322: Support children and young people to achieve their educational potential
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	**Principles and values:** • putting the needs and rights of the individual child at the Centre of service provision • promoting integrated working practices • maintaining personal and professional integrity • promoting equality of opportunity and valuing diversity. **Current legislation:** As appropriate to the relevant UK Home Nation **Factors that can contribute to low achievement:** • poor literacy or numeracy skills • poor speech and language skills • lack of parental support • peer pressure • low self-esteem and aspirations • low expectations expressed by others.

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Plan of action which:

- sets out clear short, medium and long term goals
- identifies the resources needed to achieve the goals (e.g. physical resources such as books, electronic learning aids, appropriate learning environment, time)
- identifies any additional support needed by the child/young person (e.g. additional formal teaching support , literacy, numeracy support or speech and language therapy)
- identifies support to address inappropriate and/or aggressive behaviour
- includes working with carers to enable them to support the child/young person
- identifies the process for reviewing achievement and revising goals.

Successes and achievements:

This will vary according to the child or young person's individual progress, needs and aspirations. It may be a small step or a recognised formal educational achievement.

Barriers:

- lack of appropriate/sufficient physical resources
- lack of available appropriate learning environment at a time suitable for the child/young person
- lack of carer/peer support
- lack of motivation of individual child/young person.

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<td>Unit assessment guidance – provided by the sector</td>
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Learning outcomes 2, 3 and 4 must be assessed in real work environments by a qualified vocationally competent assessor.

Unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

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Assessment task – LDSSMP 1 Support children and young people to achieve their education potential

Task links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

As a learning support worker one of your aims is to support children and young people to achieve their education potential. To raise your awareness of the background to the support that can be given you are asked to produce evidence that shows that you can:

- explain the **principles and values** that underpins work to support children and young people to achieve their educational potential
- explain current **legislation** and guidance relating to the provision of and access to educational opportunities for children and young people
- evaluate **the factors that can contribute to low achievement** by children and young people.

LDSSMP 2: Support children and young people to make positive changes in their lives

Unit reference	M/600/9788	**Level**	3
Credit value	4	**GLH**	27

Unit aim   This unit aims to provide learners with the skills and knowledge to help them identify any barriers that children and young people may encounter which impact on their lives and help them to support children and young people to overcome those barriers and achieve positive changes in their lives.

Learner name:	**CACHE Centre no:**
CACHE 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
Learning outcomes 2 and 3 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand how to support children and young people to make positive changes in their lives.	1.1. Identify the **factors** that can impact on the lives of children and young people.		
	1.2. Analyse the **impact** such factors can have on the lives of children and young people.		
	1.3. Explain how individuals and agencies support children and young people to make positive changes in their lives.		
2. Be able to support children and young people to make positive changes in their lives.	2.1. Explain **interventions** that can be provided to support children and young people to make positive changes in their lives.		

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. Demonstrate engagement with children or young people to help them to identify actions that could be taken to support positive change.		
	2.3. Work with a child or young person to develop an **action plan** to support positive changes in their lives.		
3. Be able to review support to children and young people to make positive changes in their lives.	3.1. **Support children or young people to review and amend their action plan**.		
	3.2. Give examples from own practice of supporting children or young people to access further interventions.		
	3.3. Reflect on own practice in supporting children or young people to make positive changes in their lives.		

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

Learner signature: Date:

Assessor sign off of completed unit: LDSSMP 2
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	LDSS NOS Unit: 314: Support children to overcome barriers and make positive changes in their lives Youth work 1.1.1: Enable children and young people to use their learning to enhance their future development
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	**Factors** e.g.: - poor socio-economic background - poor parenting background - poor literacy/numeracy/speech and language skills. **Impact** e.g.: - inappropriate and/or aggressive behaviour - low educational achievement - low self-esteem - self harm - inability to establish and maintain relationships - offending or at risk of offending behaviour - misuse of substances (drugs, alcohol, solvents). **Roles of individuals and agencies** e.g.: - youth workers - parent support workers - education professionals - drug and alcohol support agencies - CAMHS - social services - IAG professionals - speech and language therapists - behaviour and education support teams (BEST). **Interventions** e.g.: - learning and development support - anger management - behaviour support classes - restorative justice

	• support to address substance misuse • support to address mental health issues. **Action plan** that: • identifies the positive changes the child/young person needs to achieve • identifies the barriers to achievement • identifies achievable and realistic goals for the child/young person to achieve • identifies the interventions required to support achievement • agrees a review process. **Support children or young people to review and amend their action plan** e.g.: • identify and celebrate achievements (this will vary according to the child or young person's individual progress, needs and aspirations) • identify where goals have not been met • agree reasons for non-achievement • agree any additional interventions that might support children/young people to achieve positive changes in their lives • revise the action plan in the light of the review process.
Unit assessment guidance – provided by the sector	Learning outcomes 2 and 3 must be assessed in real work environments by a qualified vocationally competent assessor. Unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Assessment task – LDSSMP 2 Support children and young people to make positive changes in their lives

Task links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

As a learning support worker you have been asked to prepare a series of notes for presentations to children and young people to support them to make positive changes in their lives. Ensure that these notes show that you can:

- identify **the factors** that can impact on the lives of children and young people
- analyse the **impact** such factors can have on the lives of children and young people
- explain how **individuals and agencies** support children and young people to make positive changes in their lives.

YP 010-03: Support young people in relation to sexual health and risk of pregnancy

Unit reference	F/502/5242	**Level**	3
Credit value	2	**GLH**	10

Unit aim   This unit aims to enable learners to understand the issues affecting young people in relation to sexual health and risk of pregnancy and how to provide support to them.

Learner name:	**CACHE Centre no:**
CACHE 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 issues affecting young people in relation to sexual health and risk of pregnancy.	1.1. Explain the issues affecting young people in relation to sexual health and risk of pregnancy, including peer pressure, consensual relationships, readiness for sexual activity, contraception, sexually transmitted infections and pregnancy options.		
	1.2. Explain how age, maturity, ethnicity, culture, gender and beliefs can affect attitudes and behaviour in relation to sexual activity, sexual health and pregnancy.		
	1.3. Explain the social, health and educational risk factors associated with early sexual activity or teenage pregnancy.		

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 young people in relation to sexual health and risk of pregnancy	2.1. Describe relevant sources of information, guidance and support and the range of health services available for these young people.		
	2.2. Explain how to support young people to identify their needs and priorities in relation to their sexual health and risk of pregnancy, in a way that is confidential, non-judgmental and sensitive to their individual situation.		
	2.3. Enable young people to make informed choices in relation to their identified needs and priorities.		
	2.4. Describe the codes of practice, relevant professional guidance and/or organisational policies within which they are working and explain their implications for professional conduct, confidentiality and gaining consent.		

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

Learner signature: Date:

Assessor sign off of completed unit: YP 010-03
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	**Skills for Justice** B601 Assess the health and wellbeing, and related needs and issues, of children and young people who have offended GD10 Deliver interventions towards enhancing health and social well-being B602 Enable children and young people who have offended to be supported by healthcare services **Lifelong Learning UK** O30NYW2.2.1 Address the health and well-being of young people **CWDC Common Core** 1. Effective communication and engagement with children, young people, their families and carers 2. Child and young person development 3. Safeguarding and promoting the welfare of the child 4. Supporting transitions 5. Multi-agency working
Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	Assessment of learners' performance must take place in a work based situation. It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development Centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.
Unit assessment guidance – provided by the sector	Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Assessment task – YP 010-03 Support young people in relation to sexual health and risk of pregnancy

In your role, working to support young people in relation to sexual health and risk of pregnancy, you have been asked to prepare a resource pack for the young people which shows that you can:

Task 1 links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

- explain the issues affecting young people in relation to sexual health and risk of pregnancy, including peer pressure, consensual relationships, readiness for sexual activity, contraception, sexually transmitted infections and pregnancy options
- explain how age, maturity, ethnicity, culture, gender and beliefs can affect attitudes and behaviour in relation to sexual activity, sexual health and pregnancy
- explain the social, health and educational risk factors associated with early sexual activity or teenage pregnancy

Task 2 links to learning outcome 2, assessment criteria 2.1, 2.2, 2.3 and 2.4.

- describe relevant sources of information, guidance and support and the range of health services available for these young people
- explain how to support young people to identify their needs and priorities in relation to their sexual health and risk of pregnancy, in a way that is confidential, non-judgmental and sensitive to their individual situation
- enable young people to make informed choices in relation to their identified needs and priorities
- describe the codes of practice, relevant professional guidance and/or organisational policies within which they are working and explain their implications for professional conduct, confidentiality and gaining consent.

YP 007-03: Support young people who are socially excluded or excluded from school

Unit reference	R/502/5231	Level	3
Credit value	2	GLH	10

Unit aim This unit aims to enable learners to understand the issues affecting young people who are socially excluded or excluded from school and provide support to them.

Learner name:	CACHE Centre no:
CACHE 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 issues affecting young people who are socially excluded or excluded from school.	1.1. Explain the issues that may affect young people who are excluded, including access to services or amenities, crime or anti-social behaviour, isolation or stigmatisation.		
	1.2. Explain the potential effects of exclusion on the health, safety and well-being of these young people.		
2. Understand how to support young people who are socially excluded or excluded from school.	2.1. Enable these young people to reflect on their own beliefs, concerns and priorities to maintain their health, safety and well-being.		
	2.2. Describe the information, support and community services which are available to support excluded 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
	2.3. Encourage excluded young people to explore options which are achievable and to discuss the implications or consequences of those options for self, family and significant others.		

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

Learner signature: Date:

Assessor sign off of completed unit: YP 007-03
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	**Skills for Justice** BA4 Raise awareness to promote community safety and social inclusion BA8 Contribute to development of priorities and objectives for promoting community justice and social inclusion BA12 Address problems identified with community safety and social inclusion BA14 Enable individuals and families to address factors which affect their safety, well-being and social inclusion. **CWDC Common Core** 1 Effective communication and engagement with children, young people, their families and carers 2 Child and young person development 3 Safeguarding and promoting the welfare of the child 4 Supporting transitions 5 Multi-agency working

Guidance for developing assessment arrangements for the unit:	
Guidance for developing unit assessment arrangements – provided with the QCF unit	Assessment of learners' performance must take place in a work based situation. It is accepted that the assessment of some knowledge and understanding may take place in a different environment, for example in a training and development Centre or another environment, which is not the immediate workplace. However, the assessment of this knowledge and understanding should be linked directly to workplace performance and should include performance evidence.
Unit assessment guidance – provided by the sector	Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.

Assessment task – YP007-03 Support young people who are socially excluded or excluded from school

In your work role supporting young people who are socially excluded or excluded from school you have been asked to create a set of briefing notes for your colleagues which shows that you can:

Task links to learning outcomes 1 and 2, assessment criteria 1.1, 1.2, 2.1, 2.2 and 2.3.

- explain the issues that may affect young people who are excluded, including access to services or amenities, crime or anti-social behaviour, isolation or stigmatization
- explain the potential effects of exclusion on the health, safety and well-being of these young people
- enable these young people to reflect on their own beliefs, concerns and priorities to maintain their health, safety and well-being
- describe the information, support and community services which are available to support excluded young people
- encourage excluded young people to explore options which are achievable and to discuss the implications or consequences of those options for self, family and significant others.

TDA 3.25: Lead an extra-curricular activity

Unit reference	A/601/8333	**Level**	3
Credit value	3	**GLH**	16

Unit aim This unit assesses competence in leading an extra-curricular activity such as a club, recreational activity, sports team or performing arts activity, under the direction of the school but with limited supervision.

Learner name:	**CACHE Centre no:**
CACHE 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
Learning outcomes 2, 3, 4 and 5 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand the aims and requirements of the extra-curricular activity.	1.1. Explain the aims and content of the **extra-curricular activity**.		
	1.2. Explain the values or codes of practice relevant to the activity.		
	1.3. Explain the **requirements for health and safety** that are relevant to the activity.		
2. Be able to prepare for leading an extra-curricular activity.	2.1. Select equipment and resources for the extra-curricular activity.		
	2.2. Prepare equipment and resources for the activity.		
	2.3. Prepare the environment for the safe conduct of the activity.		
	2.4. Dress appropriately for the planned 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. Be able to prepare children and young people for an extra-curricular activity.	3.1. Interact with children and young people in a way that makes them feel welcome and at ease.		
	3.2. Comply with organisational procedures for: • checking the children and young people present • making sure children and young people's dress and equipment are safe and appropriate.		
	3.3. Provide children and young people with **information about the activity.**		
	3.4. Find out if the children and young people have any relevant experience and/or skills.		
	3.5. Use skills and techniques for ensuring the children and young people: • understand the activity and what they will be doing • are **mentally and physically prepared** for the planned activity • are motivated to take part without putting undue pressure on them.		

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 lead an extra-curricular activity.	4.1. Develop the activity at a pace suited to the children and young people and in a way that meets its aims.		
	4.2. Give the children and young people clear and supportive feedback at appropriate points.		
	4.3. Provide the children and young people with additional explanations and demonstrations when necessary.		
	4.4. Encourage the children and young people to say how they feel about the activity and respond to their feelings appropriately.		
	4.5. Vary the activity to meet new needs and opportunities.		
	4.6. Prepare children and young people to finish their activities.		
5. Be able to review and improve extra-curricular activities.	5.1. Work with children and young people to review the activity.		
	5.2. Support the children and young people to identify what learning they can transfer to areas of their school curriculum and other areas of their life.		
	5.3. Use feedback from the children and young people to reflect on and improve own contribution to extra-curricular 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 of completed unit: TDA 3.25
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	STL53 Lead an extra-curricular activity
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Learning outcomes 2, 3, 4 and 5 must be assessed in relation to the real work environment. Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. **Extra-curricular activities** are activities that are held outside of normal school hours that can benefit the development of children and young people e.g.: - study support - play and recreation - fitness classes - drama - sport - music - arts, crafts and other special interest clubs - volunteering and business and enterprise activities - Duke of Edinburgh Award scheme.

Requirements for health and safety e.g.:

- the health and safety policies and procedures of the setting
- Duty of Care
- the Health and Safety at Work Act
- requirements for activities in the scope of the national governing bodies for sports.

Information about the activity e.g.:

- aims and content of the session
- how long the session will last
- details of any future sessions
- any health and safety issues
- rules for behaviour
- skills and techniques
- use of equipment.

Mentally and physically prepared:

participants being able to undertake the activity without unnecessary physical or emotional stress or risk of injury.

Assessment task – TDA 3.25 Lead an extra-curricular activity

Task links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

You have been asked if you would be interested in leading an extra-curricular activity in your educational environment. In order to do this you have been asked to produce a proposal for the activity that will show that you can:

- explain the aims and content of the extra-curricular activity
- explain the values or codes of practice relevant to the activity
- explain the requirements for health and safety that are relevant to the activity.

TDA 3.26: Maintain learner records

Unit reference	Y/601/8338	**Level**	3
Credit value	3	**GLH**	12

Unit aim   This unit provides the knowledge, understanding and skills needed to maintain learner records. It requires demonstration of competence in collecting and inputting data, maintaining the safety and security of records and sharing information with those authorised to receive it.

Learner name:	**CACHE Centre no:**
CACHE 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
Learning outcomes 2, 3 and 4 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand the organisational policy and procedures for maintaining learner records.	1.1. Explain the organisational **policy for maintaining learner records.**		
	1.2. Explain own role in maintaining learner records and how this relates to the roles of others in the setting.		
	1.3. Explain with examples the difference between different **types of information.**		
	1.4. Explain the importance of: • updating records on a regular basis • checking the validity and reliability of information.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5. Describe with examples the sorts of information which may indicate **potential problems** with individual learners and what action to take in response to these.		
2. Be able to maintain learner records.	2.1. Obtain the information needed to update learner records from valid and reliable sources.		
	2.2. Check information for completeness, relevance and validity.		
	2.3. Raise any **concerns** about the information with the **relevant people**.		
	2.4. Update learner records at agreed time intervals.		
	2.5. Ensure that learner records are accurate, complete and up-to-date.		
	2.6. Maintain confidentiality according to organisational and legal requirements.		
3. Be able to maintain the safety and security of learner records.	3.1. Return learner records promptly to the correct place after use.		
	3.2. Comply with organisational procedures for storage and security of learner records.		
	3.3. Report actual or potential breaches to the security of learner records to the appropriate person.		

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 share information with those authorised to receive it.	4.1. Explain the importance of information sharing, how it can help and the dangers of not doing so.		
	4.2. Explain how the Data Protection Act can be a tool to enable and encourage information sharing.		
	4.3. Assess the relevance and **status of information.**		
	4.4. Comply with legal and organisational requirements for information sharing.		

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

Learner signature: Date:

Assessor sign off of completed unit: TDA 3.26
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	STL 55 Contribute to maintaining pupil records

Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles.
	Learning outcomes 2, 3 and 4 must be assessed in relation to the real work environment.
	Policy for maintaining learner records, including:
	• what information is recorded
	• the frequency of updating needed for different types of record
	• confidentiality requirements
	• data protection
	• information sharing
	• storage and security of learner records
	• how long records are kept
	• what records are transferred and to whom
	• how records are transferred or disposed of.
	Learner records:
	the information about learners that is recorded and stored by the setting, such as:
	• activity records e.g. in relation to programmes of study, schemes of work, assignments
	• assessment records
	• learner progress records and reports
	• off-site activities e.g. educational visits, work experience
	• registers e.g. for attendance, school meals.
	Learner records may be paper-based or electronic.
	Roles of others in relation to learner records e.g.:
	• those who provide data or information to be included in learner records
	• those who contribute to maintaining learner records
	• those who use information stored in learner records.

Types of information e.g.:

- confidential
- personal data
- sensitive personal data.

Potential problems with individual learners in relation to:

- progress made
- health and wellbeing
- child protection
- attendance.

Concerns relating to:

- the validity of information
- the reliability of information
- the sufficiency of information
- the wider implications of the information (e.g. attendance patterns, child protection concerns).

Relevant people e.g.:

- teachers
- head of subject/year group
- special educational needs coordinator
- programme coordinator
- senior management
- designated person for child protection
- Education Welfare Officer
- office staff.

Return learner records to the correct place after use includes using the correct filing protocols for electronic records.

Status of information e.g.:

- whether it is observation or opinion
- where an individual is at risk of harm
- where there is a legal obligation to disclose
- where consent for sharing information has been given
- where consent for sharing information is not required.

Assessment task – TDA 3.26 Maintain learner records

Task links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

As part of your work role you are required to maintain learner records. Produce a guidance that will show that you can:

- explain the organisational policy for maintaining learner records
- explain own role in maintaining learner records and how this relates to the roles of others in the setting
- explain with examples the difference between different types of information
- explain the importance of:
    - updating records on a regular basis
    - checking the validity and reliability of information
- describe with examples the sorts of information which may indicate potential problems with individual learners and what action to take in response to these.

TDA 3.27: Monitor and maintain curriculum resources

Unit reference	D/601/8342	**Level**	3
Credit value	3	**GLH**	14

Unit aim   This unit provides the knowledge, understanding and skills to monitor and maintain curriculum resources. It requires competence in establishing resource requirements, maintaining supplies of resources, monitoring and maintaining stock, and preparing and issuing resources.

Learner name:	CACHE Centre no:
CACHE 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
Learning outcomes 2, 3, 4, 5 and 6 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand the organisational policy and procedures for maintaining curriculum resources.	1.1. Explain the organisational **policy and procedures for maintaining curriculum resources**.		
	1.2. Explain where to get information and advice about: • curriculum resources appropriate to the needs of learners in the setting • use of curriculum resources • suppliers • maintenance of curriculum resources.		
	1.3. Explain the importance of meeting agreed timescales and budget for the supply of curriculum 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. Be able to establish requirements for curriculum resources.	2.1. Explain how resources in own area of responsibility are used to support teaching and learning.		
	2.2. Liaise with teachers regarding their lesson plans and anticipated resource needs.		
	2.3. Establish requirements for the range and quantity of curriculum resources needed to support curriculum delivery in own area of responsibility.		
	2.4. Identify any **specific requirements** in relation to the resources required.		
	2.5. Monitor the demand for and use of resources to identify areas for improving quality, supply and suitability.		
3. Be able to maintain supplies of curriculum resources.	3.1. Evaluate a range of possible resources and suppliers to meet future requirements for curriculum resources.		
	3.2. Identify the resources that provide best value in terms of suitability, cost and organisational requirements.		
	3.3. Demonstrate ways to ensure that resources meet the specific requirements of **users**.		

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. Comply with organisational procedures for: • obtaining authorisation to purchase resources • ordering materials and equipment • maintaining records of orders and deliveries.		
	3.5. Track orders and deliveries of materials and equipment.		
	3.6. Take appropriate action in response to any **delivery problems**.		
4. Be able to monitor stocks of curriculum resources.	4.1. Demonstrate ways of storing stock safely and securely, ensuring effective stock rotation where appropriate.		
	4.2. Carry out regular stock checks to monitor and maintain the availability of resources.		
	4.3. Maintain a complete and accurate inventory of resources in own area of responsibility.		
	4.4. Demonstrate ways of keeping relevant people informed of stock availability.		
5. Be able to maintain curriculum resources.	5.1. Carry out regular inspections of resources in line with legal, regulatory and organisational requirements.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.2. Carry out routine cleaning and maintenance of resources in accordance with organisational requirements and manufacturers' instructions where applicable.		
	5.3. Inform **relevant people** when there is a problem with maintaining resources.		
	5.4. Dispose of waste and redundant resources safely, making maximum use of opportunities for recycling materials and equipment.		
	5.5. Work safely at all times, complying with health, safety and environmental regulations and guidelines.		
6. Be able to prepare and issue curriculum resources.	6.1. Prepare resources for use as requested by relevant people.		
	6.2. Demonstrate ways of ensuring users are aware of relevant health and safety guidance when issuing resources.		
	6.3. Maintain accurate records of resources issued.		

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

Learner signature: Date:

Assessor sign off of completed unit: TDA 3.27
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	STL56 Monitor and maintain curriculum resources
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in relation to the real work environment. **Policy and procedures for maintaining curriculum resources** including: - storage and security of curriculum resources - authorising purchases of curriculum resources - ordering materials and equipment - stock control - managing materials with a limited shelf-life - health and safety - requirements for handling and storage of hazardous materials and/or equipment - recycling and sustainable development - waste disposal.

Curriculum resources:

materials, equipment (including ICT), software, books and other written materials, DVDs etc, that are required to support teaching and learning in a subject/curriculum area.

Specific requirements:

particular requirements in relation to curriculum resources, such as:

- quality
- timescale
- special features
- cost
- linguistic demand
- cultural focus.

Users:

the people who will use the materials to support learning, including teachers, support staff and learners.

Delivery problems e.g.:

- non-receipt of orders
- late delivery of orders
- damaged items
- missing items
- incorrect items.

Relevant people:

Those who use or manage curriculum resources including teachers, heads of departments, subject leaders, senior managers, bursar and other support staff.

Assessment task – TDA 3.27 Monitor and maintain curriculum resources

Task links to learning outcome 1, assessment criteria 1.1, 1.2 and 1.3.

Monitoring and maintaining resources is an essential part of the role of supporting teaching and learning in the education environment. You have been asked to prepare notes for a new member of staff to show that you can:

- explain the organisational policy and procedures for maintaining curriculum resources
- explain where to get information and advice about:
    - curriculum resources appropriate to the needs of learners in the setting
    - use of curriculum resources
    - suppliers
    - maintenance of curriculum resources
- explain the importance of meeting agreed timescales and budget for the supply of curriculum resources.

TDA 3.28: Organise travel for children and young people

Unit reference	H/601/8357	**Level**	3

Credit value	2	**GLH**	12

Unit aim This unit provides the knowledge, understanding and skills to organise travel for children and young people, e.g. for home-to-school travel, educational visits, field studies or sports fixtures. It requires demonstration of competence in making travel arrangements relevant to the journey and the needs of the participants.

Learner name:	CACHE Centre no:
CACHE 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
Learning outcome 2 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand the policy and procedures for organising children and young people's travel outside of the setting.	1.1. Explain the organisational and legal requirements for children and young people's travel outside of the setting.		
	1.2. Explain the organisational procedures for organising children and young people's travel.		
	1.3. Explain the **factors** to bear in mind when organising travel for children and young people.		
	1.4. Explain the importance of the children, young people and adults involved having complete and accurate information about travel arrangements in good time.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5. Explain the contingency arrangements appropriate to the issues that may arise when children and young people are travelling.		
2. Be able to make travel arrangements.	2.1. Plan **travel arrangements that are appropriate to the requirements of the journey** and the needs of the **participants.**		
	2.2. Carry out a risk assessment for the journey illustrating how its implementation will reduce risk.		
	2.3. Plan travel arrangements that are safe and take account of the likely conditions during the journey.		
	2.4. Develop contingency plans appropriate to the issues that may arise when children and young people are travelling.		
	2.5. Make travel arrangements that balance: • efficiency • cost-effectiveness • comfort • concern for the environment.		
	2.6. Provide **relevant people** with clear, correct and up-to-date information about the travel arrangements in good time.		
	2.7. Comply with all relevant organisational and legal requirements for the journey.		

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

Learner signature: Date:

Assessor sign off of completed unit: TDA 3.28
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	STL58 Organise and supervise travel (SkillsActive B228)
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. Learning outcome 2 must be assessed in relation to the real work environment. **Factors** e.g.: • age of the children or young people • children or young people with additional needs • health, safety and security • risk assessment • environmental conditions • adult/child ratio requirements • distance and duration of journeys • cost and convenience. **Travel arrangements as appropriate to the journey** e.g.: • method of transport • route

departure and arrival times
- stages in the journey
- food and drink
- comfort and hygiene
- overnight accommodation
- supervision and support
- transport of equipment and belongings.

Journeys:

- on foot
- in a organisation/hired vehicle
- public transport.

Participants e.g.:

- staff
- other adults e.g. parent helpers
- children and young people.

Relevant people e.g.:

- children, young people and adults undertaking the journey
- parents/guardians/carers of children and young people undertaking the journey
- senior manager in the setting with overall responsibility for travel outside of the setting
- relevant programme leader e.g. for work experience
- office staff.

Assessment task – TDA 3.28 Organise travel for children and young people

Task links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4 and 1.5.

As a worker in an educational environment you have been asked if you would be interested in organising travel for children and young people outside the setting. As part of this role you will need to evidence that you can:

- explain the organisational and legal requirements for children and young people's travel outside of the setting
- explain the organisational procedures for organising children and young people's travel
- explain the factors to bear in mind when organising travel for children and young people
- explain the importance of the children, young people and adults involved having complete and accurate information about travel arrangements in good time
- explain the contingency arrangements appropriate to the issues that may arise when children and young people are travelling.

TDA 3.29: Supervise children and young people on journeys, visits and activities outside of the setting

Unit reference	H/601/8360	**Level**	3
Credit value	3	**GLH**	15

Unit aim   This unit provides the knowledge, understanding and skills to supervise children and young people on journeys, visits and activities outside of the setting. It requires competence in preparing for, and supervising children and young people during journeys, visits and activities outside of the setting.

Learner name:	**CACHE Centre no:**
CACHE 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
Learning outcomes 2, 3 and 4 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand the policy and procedures for supervising children and young people on journeys, visits and activities outside of the setting.	1.1. Explain the organisational and legal requirements for supervising children and young people on **journeys, visits** and **activities outside of the setting.**		
	1.2. Explain the importance of children, young people and adults involved having complete and accurate information about travel arrangements in good time.		
	1.3. Describe typical preparations which children and young people and those accompanying them would have to make for the range of journeys, visits and off-site activities undertaken.		

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 contingency arrangements appropriate to the **issues** that may arise when children and young people are on journeys, visits and activities outside of the setting.		
2. Be able to prepare for journeys, visits and activities outside of the setting.	2.1. Obtain **information about the children and young people** involved in the journey, visit or activity.		
	2.2. Clarify and confirm details of the **travel arrangements** with the person responsible for organising the journey, visit or activity.		
	2.3. Obtain the necessary **resources** for the journey, visit or activity.		
3. Be able to supervise children and young people on journeys outside of the setting.	3.1. Take reasonable action to enable the timely departure and arrival of children and young people.		
	3.2. Escort children and young people in a safe manner using the agreed route and method of transport.		
	3.3. Respond to the needs of individual children and young people and offer help when required.		
	3.4. Encourage children and young people to look after themselves and their belongings during travel.		
	3.5. Check that all children and young people are accounted for throughout the journey.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.6. Deal with any issues arising during the journey in ways which maintain the safety, security and comfort of **participants**.		
4. Be able to supervise children and young people during visits and activities outside of the setting.	4.1. Check that children and young people are prepared for the visit and/or activities.		
	4.2. Maintain the safety, well-being and acceptable behaviour of children and young people during the visit and/or activities.		
	4.3. Encourage and support children and young people to: • maintain the safety and security of equipment and belongings • show respect for the environment • finish activities on time • return equipment and materials to the appropriate place at the end of the visit and/or activities.		
	4.4. Check that all children and young people are accounted for throughout the visit and/or activities.		
	4.5. Deal with any issues arising during the visit and/or activities in ways which maintain the safety, security and comfort of participants.		
	4.6. Take reasonable action to enable children and young people to be ready for departure at the agreed time.		

<div style="border:1px solid #000; padding:8px">

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

Learner signature: Date:

</div>

<div style="border:1px solid #000; padding:8px">

Assessor sign off of completed unit: TDA 3.29
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

</div>

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	STL58 Organise and supervise travel (SkillsActive B228) STL59 Escort and supervise pupils on educational visits and out-of-school activities
Guidance for developing assessment arrangements for the unit:	
Additional unit assessment requirements provided with the QCF unit	Simulation may be used for assessment criteria 3.6 and 4.5.
Unit assessment guidance – provided by the sector	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles. Learning outcomes 2, 3 and 4 must be assessed in relation to the real work environment. **Journeys:** • on foot • in a organisation/hired vehicle • public transport. **Visits** e.g.: • local outings • residential trips • visits abroad.

Activities outside of the setting e.g.:

- community-based projects
- field studies
- cultural activities
- sports, recreation and outdoor activities.

Issues e.g.:

- accident
- missing person(s)
- illness
- late departure or arrival
- transport problems
- loss of equipment or belongings.

Information about the children and young people to be supervised e.g.:

- number of children and young people
- names of the children and young people
- the age of the children and young people
- any additional needs of the children or young people involved.

Travel arrangements as appropriate to the journey e.g.:

- method of transport
- route
- departure and arrival times
- stages in the journey
- food and drink
- comfort and hygiene
- overnight accommodation
- supervision and support
- transport of equipment and belongings.

Resources e.g.:

- travel documents
- first aid kit
- equipment.

Participants e.g.:

- children and young people
- staff
- other adults e.g. parent helpers.

Assessment task – TDA 3.29 Supervise children and young people on journeys, visits and activities outside of the setting

Task links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

As a worker in an educational environment you have been asked if you would be interested in supervising children and young people on journeys, visits and activities outside the setting. As part of this role you will need to show evidence that you can:

- explain the organisational and legal requirements for supervising children and young people on journeys, visits and activities outside of the setting
- explain the importance of children, young people and adults involved having complete and accurate information about travel arrangements in good time
- describe typical preparations which children and young people, and those accompanying them, would have to make for the range of journeys, visits and off-site activities undertaken
- explain the contingency arrangements appropriate to the issues that may arise when children and young people are on journeys, visits and activities outside of the setting.

LLUK/PSA: Work in partnership with parents to engage them with their children's learning and development in school

Unit reference	A/602/1846	**Level**	3
Credit value	6	**GLH**	31

Unit aim	The aim of this unit is to develop the skills, knowledge and understanding work in partnership with parents to engage them with their children's learning and development in school.

Learner name:	CACHE Centre no:
CACHE 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
Learning outcomes 2, 3, 4 and 5 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand **barriers to learning** and strategies/techniques to address them and encourage children with their learning.	1.1. Summarise barriers to learning.		
	1.2. Explain strategies/ techniques which address barriers to learning.		
	1.3. Explain how working in partnership with parents, agencies and **others** can help to address barriers to learning.		
	1.4. Explain how parents can support and encourage their children in their learning.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
2. Be able to support parents to identify and overcome barriers to their children's learning.	2.1. Identify barriers to learning which children and young people may experience.		
	2.2. Use strategies to support parents in dealing with: • **economic and social factors which may impact on their children's engagement with learning** • **family well-being and health issues**.		
	2.3. Work in partnership with parents to identify: • reasons for absence from school • ways of helping their children to attend school more regularly.		
	2.4. Work in partnership with parents, agencies and others to address and overcome their children's barriers to learning.		
3. Be able to help parents in developing effective techniques to support and encourage children with their learning.	3.1. Use strategies to develop parents' understanding of the importance of their role in their children's learning.		
	3.2. Support parents to use **strategies to encourage their children's motivation and self-esteem**.		
	3.3. Support parents in developing approaches that will encourage and facilitate their children's learning.		

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. Support parents in developing **strategies to encourage and facilitate their children's full participation in school**.		
4. Be able to support parents and their children through transitions to ensure continual engagement with schools and learning.	4.1. Provide continuity of support to children or young people and their parents during transition between **educational establishments and phases of education**.		
	4.2. Provide support to help parents and children or young people deal with **significant family transitions**.		
	4.3. Explain the **stages of child and young person development**.		
	4.4. Provide support to parents in relation to the stages of child and young person development.		
5. Be able to facilitate positive relations and effective dialogue between parents and school staff.	5.1. Support parents in understanding the education system.		
	5.2. Support parents in understanding their own and their children's rights and responsibilities in the education system.		
	5.3. Work with parents to extend their understanding of the ethos and expectations of their children's school.		
	5.4. Work with parents to overcome personal anxieties about education and schools.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	5.5. Use strategies to facilitate positive relationships between parents and school staff.		
	5.6. Work with school staff to extend their understanding of parents' and children and young people's: • personal and social contexts • **rights and responsibilities with regards to compulsory education**.		

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

Learner signature: Date:

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

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	STL52 STL60 WWP 303.2 WWP 305.1 WWP 308.3 WWP 307.1 WWP 307.2 WWP 304.1 WWP 304.2

Additional unit assessment requirements provided with the QCF unit	This unit must be assessed in line with the LLUK Assessment Principles.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Factors that can cause **barriers to learning** include: • emotional • physical • economic • social and cultural • language • specific learning difficulties. Practitioners may also use data analysis and tracking in partnership with the school to monitor pupils' engagement with learning (attendance, performance against predictions, etc). **Others** e.g.: • teachers • learning mentor • SENCO • other professionals e.g. educational psychologist • Behaviour Education and Support Team. **Economic and social factors which may impact on their children's engagement with learning** include: • joblessness • poverty • housing issues • a child living between locations (e.g. periods with each parent when separated) • family lifestyle • peer group pressures and influences. **Family well-being and health issues** include: • the level of family coherence • parenting • relationships within the family • health and illness issues within the family (e.g. young carer role, member of family hospitalised, etc) • bereavement.

Economic and social factors and **family well-being and health issues** may be temporary or long term.

Strategies to encourage their children's motivation and self-esteem e.g.:

- providing an environment (through age appropriate toys, activities, etc.) that allows children and young people to freely explore and to see the effect of their actions
- encouraging children and young people to make choices for themselves
- allowing children and young people time to complete activities without interruption
- resisting the urge to interfere or help with activities
- allowing children and young people to be as independent as possible taking account of their age and abilities
- providing opportunities for children/young people and adults to work together on activities
- providing situations that give children and young people an acceptable challenge
- giving children and young people opportunities to evaluate their own achievements
- listening carefully to children and young people, and encouraging them to communicate their needs and ideas
- giving praise for children and young people's efforts, persistence and achievements
- avoiding excessive rewards which undermine children and young people's ability to value themselves.

Strategies to encourage and facilitate their children's full participation in school, e.g.:

- developing positive home learning environments (work space and facilities, encouragement, supporting learning, access to materials, etc)
- establishing routines (getting up times, breakfast, travel to school, "homework times", etc)
- encouraging engagement in after school clubs and support provision (e.g. learning mentors, tutoring opportunities, sports and recreational opportunities).

Educational establishments and phases of education:

- early years to primary to secondary to post 16 (school or college) and beyond
- first to middle to high school (where three tier systems are in place)
- transition from school year to year, or from "pre GCSE focus years to GCSE focus years, for examples (traditionally from year 9 to 10, though there are opportunities for earlier and phased transition)
- transition from first to middle to high schools where they exist.

Significant family transitions such as:

- bereavement
- family break-up
- ill-health
- moving home
- additions to the family
- redundancy
- loss of family home.

Stages of child and young person development
Development stages experienced by children and young people as they grow and mature including:

- physical
- communication
- intellectual / cognitive
- social, emotional and behavioural
- moral.

Rights and responsibilities with regards to compulsory education:

- attendance requirements, access to information and support, access to schools, progression through the phases of education, etc.

Assessment task – LLUK/PSA Work in partnership with parents to engage them with their children's learning and development in school

Task links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3 and 1.4.

An opportunity to apply for a specialist responsibility in developing partnership working with parents has arisen in your educational environment. The role will require support to be offered to parents to enable them to engage with their children's learning. For your interview you have been asked to prepare information to show that you can:

- summarise barriers to learning
- explain strategies/ techniques which address barriers to learning
- explain how working in partnership with parents, agencies and others can help to address barriers to learning
- explain how parents can support and encourage their children in their learning.

TDA 3.30: Work with other practitioners to support children and young people

Unit reference	R/601/8368	**Level**	3
Credit value	3	**GLH**	15

Unit aim	This unit provides the knowledge, understanding and skills to work with other practitioners to support children and young people. It covers integrated and multi-agency working and requires demonstration of competence in maintaining working relationships and working in partnership with other practitioners.

Learner name:	CACHE Centre no:
CACHE 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
Learning outcomes 2 and 3 must be assessed in real work environments by a vocationally competent assessor.			
1. Understand multi-agency and integrated working.	1.1. Explain the importance of multi-agency working and integrated working for supporting children and young people.		
	1.2. Identify the external agencies and professionals who contribute to supporting children and young people in the setting.		
	1.3. Explain the roles and responsibilities of other professionals within and external to the setting that impact on own working practice.		
	1.4. Explain own role in different group situations including multi-agency and integrated working.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	1.5. Explain the importance of respecting: • the contribution of other professionals to supporting children and young people • own and others' professional boundaries • the skills and expertise of other professionals.		
	1.6. Explain the policy and procedures of the setting for making and maintaining contact with external agencies and professionals.		
2. Be able to maintain working relationships with other practitioners.	2.1. Provide information to assist other **practitioners** in their role in accordance with the policies and procedures of the setting.		
	2.2. Share information which is complete, accurate and within the boundaries of own role and responsibilities.		
	2.3. Explain when and why another practitioner should be referred to other sources of information, advice or support within the setting.		
	2.4. Interact with other practitioners in a manner likely to promote trust and confidence in the relationship.		
	2.5. Use opportunities to extend personal contact with other practitioners and make direct observation of their particular expertise.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.6. Provide advice, information and demonstrations to assist other practitioners to develop knowledge and skills relevant to their roles.		
3. Be able to work in partnership with other practitioners.	3.1. Respond to other practitioners' requests for information and support in a manner that demonstrates a willingness to cooperate.		
	3.2. Clearly explain to other practitioners any factors limiting your ability to cooperate.		
	3.3. Use knowledge of the children and young people to contribute to the planning and implementation of joint actions.		
	3.4. Carry out agreed commitments to undertake work in partnership with other practitioners.		
	3.5. Seek and make use of opportunities to draw upon the skills and knowledge of other practitioners in support of own role.		

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

Learner signature: Date:

Assessor sign off of completed unit: TDA 3.30
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	STL62 Develop and maintain working relationships with other practitioners
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Learning outcomes 2 and 3 must be assessed in relation to the real work environment.
	Unit needs to be assessed in line with the Training and Development Agency for Schools (TDA) QCF Assessment Principles.
	Practitioners:
	colleagues within the setting or contacts from external organisations whose work impacts on your role.

Assessment task – TDA 3.30 Work with other practitioners to support children and young people

Task links to learning outcome 1, assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6.

Working within an educational environment you will often have to work with colleagues internal and external to your own organisation to support children and young people. To raise your awareness of this area you have been asked to produce evidence that shows that you can:

- explain the importance of multi-agency working and integrated working for supporting children and young people
- identify the external agencies and professionals who contribute to supporting children and young people in the setting
- explain the roles and responsibilities of other professionals within and external to the setting that impact on own working practice
- explain own role in different group situations including multi-agency and integrated working
- explain the importance of respecting:
    - the contribution of other professionals to supporting children and young people
    - own and others' professional boundaries
    - the skills and expertise of other professionals
- explain the policy and procedures of the setting for making and maintaining contact with external agencies and professionals.

D 5: Plan, allocate and monitor work of a team

Unit reference	Y/600/9669	**Level**	3
Credit value	5	**GLH**	25

Unit aim This unit helps learners to plan and allocate the work for a team, and support, monitor and improve team performance.

Learner name:	**CACHE Centre no:**
CACHE 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
Learning outcomes 1, 2, 3, 4 and 5 must be assessed in real work environments by a vocationally competent assessor.			
1. Be able to plan work for a team.	1.1. Agree team objectives with own manager.		
	1.2. Develop a plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team.		
2. Be able to allocate work across a team.	2.1. Discuss team plans with a team.		
	2.2. Agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members.		
	2.3. Agree standard of work required by team.		
3. Be able to manage team members to achieve team objectives.	3.1. Support all team members in order to achieve team objectives.		

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 monitor and evaluate the performance of team members.	4.1. Assess team members' work against agreed standards and objectives.		
	4.2. Identify and monitor conflict within a team.		
	4.3. Identify causes for team members not meeting team objectives.		
5. Be able to improve the performance of a team.	5.1. Identify ways of improving team performance.		
	5.2. Provide constructive feedback to team members to improve their performance.		
	5.3. Implement identified ways of improving team performance.		

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

Learner signature: Date:

Assessor sign off of completed unit: D 5
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:		
Relationship to occupational standards – provided with the QCF unit	MSC D5 Allocate and check work in your team	
Guidance for developing assessment arrangements for the unit:		
Unit assessment guidance – provided by the sector	This unit needs to be assessed in line with Training and Development Agency for Schools (TDA) QCF Assessment Principles. Learning outcomes 1, 2, 3, 4 and 5 must be assessed in relation to the real work environment.	

Assessment task – D 5 Plan, allocate and monitor work of a team

This is a skill/competency unit only; therefore, assessment by a CACHE task is not applicable.

B 6: Provide leadership and direction for own area of responsibility

Unit reference	T/600/9601	**Level**	4
Credit value	5	**GLH**	30

Unit aim   This unit helps learners to provide leadership and direction for their area of responsibility.

Learner name:	CACHE Centre no:
CACHE 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
Learning outcomes 1, 2, 3 and 4 must be assessed in real work environments by a vocationally competent assessor.			
1. Be able to lead in own area of responsibility.	1.1. Identify own strengths and ability to lead in a leadership role.		
	1.2. Evaluate strengths within own area of responsibility.		
2. Be able to provide direction and set objectives in own area of responsibility.	2.1. Outline direction for own area of responsibility.		
	2.2. Implement objectives with colleagues that align with those of the organisation.		
3. Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement.	3.1. Communicate the agreed direction to individuals within own area of responsibility.		
	3.2. Collect feedback to inform improvement.		

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 assess own leadership performance.	4.1. Assess feedback on own leadership performance.		
	4.2. Evaluate own leadership performance.		

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

Learner signature: Date:

Assessor sign off of completed unit: B 6
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	MSC B6 Provide leadership in your area of responsibility
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	This unit needs to be assessed in line with Training and Development Agency for Schools (TDA) QCF Assessment Principles. Learning outcomes 1, 2, 3 and 4 must be assessed in relation to the real work environment.

Assessment task – B 6 Provide leadership and direction for own area of responsibility

This is a skill/competency unit only; therefore, assessment by a CACHE task is not applicable.

B 5: Set objectives and provide support for team members

Unit reference	M/600/9600	**Level**	3

Credit value	5	**GLH**	35

Unit aim   This unit helps learners to set and support individuals and teams to achieve objectives.

Learner name:	CACHE Centre no:
CACHE 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
Learning outcomes 1, 2, 3, 4 and 5 must be assessed in real work environments by a vocationally competent assessor.			
1. Be able to communicate a team's purpose and objectives to the team members.	1.1. Describe the purpose of a team.		
	1.2. Set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).		
	1.3. Communicate the team's purpose and objectives to its members.		
2. Be able to develop a plan with team members showing how team objectives will be met.	2.1. Discuss with team members how team objectives will be met.		
	2.2. Ensure team members to participate in the planning process and think creatively.		
	2.3. Develop plans to meet team objectives.		

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. Set SMART personal work objectives with team members.		
3. Be able to support team members identifying opportunities and providing support.	3.1. Identify opportunities and difficulties faced by team members.		
	3.2. Discuss identified opportunities and difficulties with team members.		
	3.3. Provide advice and support to team members to overcome identified difficulties and challenges.		
	3.4. Provide advice and support to team members to make the most of identified opportunities.		
4. Be able to monitor and evaluate progress and recognise individual and team achievement.	4.1. Monitor and evaluate individual and team activities and progress.		
	4.2. Provide recognition when individual and team objectives have been achieved.		

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

Learner signature: Date:

Assessor sign off of completed unit: B 5
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	MSC B5 Provide leadership for your team
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	This unit needs to be assessed in line with Training and Development Agency for Schools (TDA) QCF Assessment Principles. Learning outcomes 1, 2, 3 and 4 must be assessed in relation to the real work environment.

Assessment task – B 5 Set objectives and provide support for team members

This is a skill/competency unit only; therefore, assessment by a CACHE task is not applicable.

D 7: Support learning and development within own area of responsibility

Unit reference	M/600/9676	**Level**	4
Credit value	5	**GLH**	25
Unit aim	This unit helps learners to understand the importance of learning and to develop a learning environment within own area of responsibility.		

Learner name:	CACHE Centre no:
CACHE 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
Learning outcomes 1, 3 and 4 must be assessed in real work environments by a vocationally competent assessor.			
1. Be able to identify the learning needs of colleagues in own area of responsibility.	1.1. Identify gaps between requirements of colleagues' current or future work roles and their existing knowledge, understanding and skills.		
	1.2. Prioritise learning needs of colleagues.		
	1.3. Produce personal development plans for colleagues in own area of responsibility.		
2. Understand how to develop a learning environment in own area of responsibility.	2.1. Explain the benefits of continual learning and development.		
	2.2. Explain how learning opportunities can be provided for own area of responsibility.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Be able to support colleagues in learning and its application.	3.1. Identify information, advice and guidance to support learning.		
	3.2. Communicate to colleagues to take responsibility for their own learning.		
	3.3. Explain to colleagues how to gain access to learning resources.		
	3.4. Support colleagues to practise and reflect on what they have learned.		
4. Be able to evaluate learning outcomes and future learning and development of colleagues.	4.1. Examine with each colleague whether the learning activities undertaken have achieved the desired outcomes.		
	4.2. Support colleagues when updating their 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 of completed unit: D 7
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	MSC D7 Provide learning opportunities for colleagues
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	This unit needs to be assessed in line with Training and Development Agency for Schools (TDA) QCF Assessment Principles. Learning outcomes 1, 3 and 4 must be assessed in relation to the real work environment.

Assessment task – D 7 Support learning and development within own area of responsibility

Task links to learning outcome 2, assessment criteria 2.1 and 2.2.

As part of your work role you have been asked to mentor a new colleague and your line manager requires you to present a set of brief notes that show that you can:

- explain the benefits of continual learning and development
- explain how learning opportunities can be provided for own area of responsibility.

TW 3: Team working

Unit reference	A/501/5163	**Level**	3
Credit value	3	**GLH**	30
Unit aim	To develop teamwork skills within the workplace.		

Learner name:	CACHE Centre no:
CACHE 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
Learning outcomes 1, 2 and 3 requires the learner to "*Be able to*" carry out the learning outcomes, and therefore must be assessed in relation to the real work environment by a vocationally competent assessor.			
1. Plan collaborative work with others.	1.1. Describe what makes groups or teams effective in the workplace.		
	1.2. Agree realistic objectives for working together and identify what needs to be done to achieve them.		
	1.3. Share relevant information to help agree roles and responsibilities.		
	1.4. Agree suitable working arrangements with other team members.		
2. Seek to develop co-operative ways of working and check progress towards agreed objectives.	2.1. Organise and carry out tasks efficiently to meet his/her responsibilities.		
	2.2. Seek effective ways to work co-operatively, including ways to resolve conflict.		

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. Share accurate information on progress and agree changes where necessary to achieve objectives.		
3. Review work with others and agree ways of improving collaborative work in the future.	3.1. Provide a detailed account of what went well and less well from his/her point of view.		
	3.2. Identify factors influencing the outcome of working with others, including own role.		
	3.3. Identify ways of improving own work with others.		

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

Learner signature: Date:

Assessor sign off of completed unit: TW 3
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature: Date:

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

Additional information about the unit:	
Relationship to occupational standards – provided with the QCF unit	There are some direct relationships between the unit and those of other standards such as Key Skills, especially Wider Key Skills. No direct link but consultation with SSCs has confirmed that although there may be no direct link with occupational standards, many sectors have indicated that achievement of Employability units would be a distinct advantage.

Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	This unit needs to be assessed in line with Training and Development Agency for Schools (TDA) QCF Assessment Principles. Learning outcomes 1, 2 and 3 must be assessed in relation to the real work environment.

Assessment task – TW 3 Team working

This is a skill/competency unit only; therefore, assessment by a CACHE task is not applicable.

Section 3: Documents

Useful documents

This section refers to useful documents that can be found on the secure cachezone system, some of which may assist with the delivery of this qualification.

- How to Guide to Assessing CACHE QCF Qualifications
- CACHE How to - Requirements of Assessors and Internal Quality Assurers

Mandatory documents

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

Section 4: Publication history

A comprehensive **CACHE QCF Support Materials Publication History**, including details of changes made to all CACHE QCF support materials since 2010, is available on cachezone.