CACHE Qualification Specification

CACHE Level 2 Supporting Teaching & Learning in Schools Qualifications Group (QCF)

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Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains all the mandatory units and assessments you will need to complete as part of the qualification. As well as the mandatory units there is a choice of 'optional units' which form part of the qualification. These are available on our website and cachezone. Your tutor or assessor will either supply you with copies of your chosen units or direct you to the relevant page on the website so you can download them. This Specification also contains extra information for your tutor or assessor.

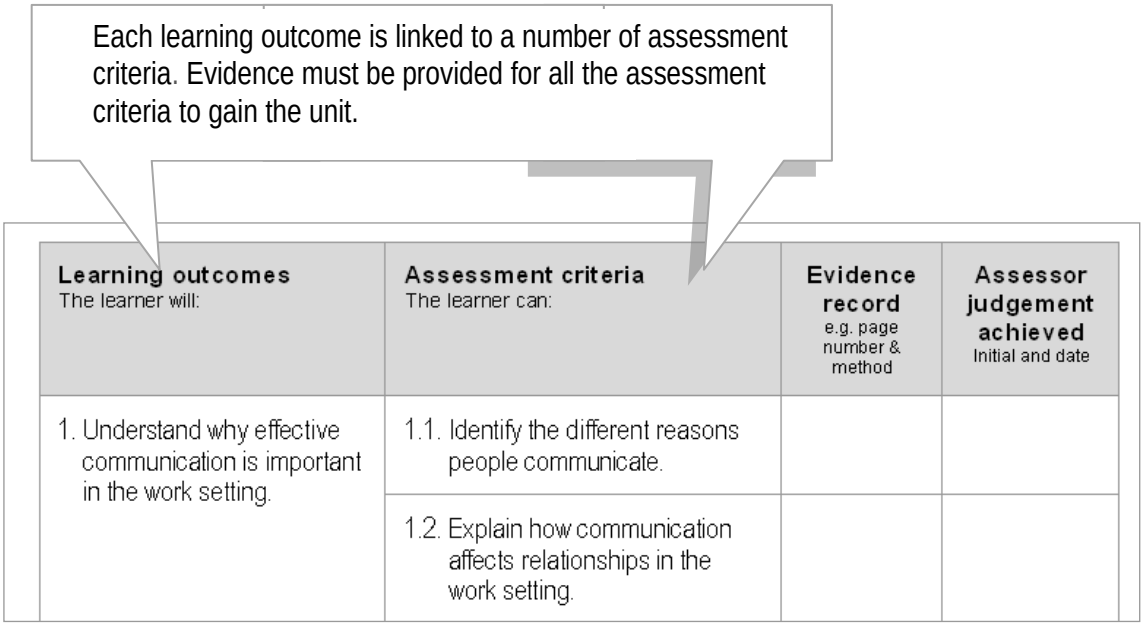
How the qualifications work

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

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

Each unit has:

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



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 why effective communication is important in the work setting.	1.1. Identify the different reasons people communicate.		
	1.2. Explain how communication affects relationships in the work setting.		

Example shows how outcomes and criteria are laid out in the Unit Assessment Records (UARs) in Section 3

Understanding learning outcomes

There are two main types of learning outcome:

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

Sometimes they can cover a combination of the two.

Competence / Skills based learning outcomes:

- generally begin with 'Be able to' and the assessment criteria usually show that the evidence must be observable
- are about being able to perform a variety of different tasks as part of your work role within a real work environment.

Knowledge based learning outcomes:

- generally begin with 'Know', 'Understand' or 'Know how to' and the assessment criteria will reflect that evidence can be recorded in ways other than observation, although observation remains a valid method (however, some learning outcomes could be purely knowledge based and do not need to be in the context of a work role).

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).

Making use of the CACHE websites

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

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

The Public Website

Our public website address is: www.cache.org.uk and contains information that is available to everybody. It contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications

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

- Complaints Procedure
- Appeals Process
- Equality and Diversity Statement – our approach to non-discrimination
- CACHE Statement of Values – our values when working with children or young people

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

The Centre Secure Website

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

Login is via the 'cachezone page' on our public website using the details provided by the Centre administrator.

Section 2: About these qualifications

Qualification Summary

Title	CACHE Level 2 Award in Support Work in Schools (QCF)			
Type	QCF			
Qualification number	500/9964/4			
Aim	This qualification is an introduction to the information and knowledge needed to work in a school environment. It can apply to the many varied roles that full and part time support staff may fulfil including: administrative roles, site support roles, technical roles and volunteers, as well as roles that work directly with children and young people in the school environment. It is aimed at learners not yet employed in a school, as well as providing initial training and induction for those new in post in primary, secondary or special schools.			
Purpose Ofqual code and description (where applicable)	C1. Prepare for employment in a broad occupational area Other (CACHE description): Does not confer competence or licence to practice			
Guided learning hours	Min	80	Max	85
Credit value	12	Minimum credit at / above Level		12
Minimum age of learner	16			
Age ranges covered by the qualification	Birth to 19 years.			
Real work environment (RWE) requirement / recommendation	Learners do not need to be working as this is a knowledge only qualification.			
Rules of Combination	The learner must achieve 4 mandatory units at Level 2, plus one of two optional units, which can be taken at Level 2 or Level 3, to make a total of 12 credits. There are no equivalent units, exemptions or barred combinations.			
Progression	The Award shares mandatory units with the Level 2 Supporting Teaching and Learning in Schools qualification, providing a direct progression route.			
Equivalencies / Performance Points	Please refer to cachezone for up-to-date information on Equivalencies and Performance Points for CACHE qualifications.			

Recommended assessment methods	All units will be internally assessed using a range of methods which could include: Learner's own plans and written records, written assignments or a task set by CACHE*. * NB: CACHE assessment tasks are provided for tutors' convenience. They are not mandatory.
Additional assessment requirements	All units must be assessed in line with the Teaching Agency (formerly TDA) Assessment Principles.
Grading system	The qualification will be pass or refer and all the assessment criteria for the chosen units must be achieved in order to obtain a pass.
How long will it take to complete?	The qualification can usually be completed in 6 months or less.
Entry requirements / recommendations	Learners should be at least 16 years old. CACHE does not set any other entry requirements but Centres may have their own guidelines.

Qualification Specification

Title	CACHE Level 2 Certificate in Supporting Teaching and Learning in Schools (QCF)			
Type	QCF			
Qualification number	501/0031/2			
Aim	This qualification will enable learners to develop the knowledge and skills needed when supporting teaching and learning in schools. It covers a wide range of areas including children and young people's development, supporting those with disabilities or special educational needs and communication and professional relationships. It is aimed at learners working in roles that support pupils' learning in primary, secondary or special schools.			
Purpose Ofqual code and description (where applicable)	D1: Confirm competence in an occupational role to the standards required			
Guided learning hours	Min	180	Max	192
Credit value	30	Minimum credit at / above Level		30
Minimum age of learner	16			
Age ranges covered by the qualification	Birth to 19 years.			
Real work environment (RWE) requirement / recommendation	Learners will need to be working or volunteering in a school environment as they need to show competence in both knowledge and skills.			
Rules of Combination	The learner must achieve 9 mandatory units, totalling 24 credits, 1 unit (3 credits) from Option Group A and 1-2 units (minimum 3 credits) from Option Group B, to make a total of 30 credits. There are 3 equivalent units and 1 exempted unit (see full qualification details for further information).			
Progression	The Level 3 Supporting Teaching and Learning suite of qualifications			
Equivalencies / Performance Points	Please refer to cachezone for up-to-date information on Equivalencies and Performance Points for CACHE qualifications.			

Recommended assessment methods	All units will be internally assessed using a range of methods which could include: Inference of knowledge from direct observation of practice, Professional discussion, Reflection on own practice in real work situations or a task set by CACHE*. * NB: CACHE assessment tasks are provided for tutors' convenience. They are not mandatory.
Additional assessment requirements	All units must be assessed in line with the Teaching Agency (formerly TDA) Assessment Principles.
Grading system	The qualification will be pass or refer and all the assessment criteria for the chosen units must be achieved in order to obtain a pass.
How long will it take to complete?	The qualification can usually be completed in 6 months.
Entry requirements / recommendations	Learners should be at least 16 years old. CACHE does not set any other entry requirements but Centres may have their own guidelines.

Introduction to these qualifications

CACHE are offering the following two Level 2 Supporting Teaching and Learning qualifications:

- CACHE Level 2 Award in Support Work in Schools
- CACHE Level 2 Certificate in Supporting Teaching and Learning in Schools

These qualifications have been designed to allow progression to the following Level 3 qualifications:

- CACHE Level 3 Award in Supporting Teaching and Learning in Schools
- CACHE Level 3 Certificate in Supporting Teaching and Learning in Schools
- CACHE Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

as well as offering a route into the school workforce.

Rules of combination and progression

CACHE Level 2 Award in Support Work in Schools

The learner must achieve 4 mandatory units at Level 2, plus one of two optional units, which can be taken at Level 2 or Level 3, to make a total of 12 credits. There are no equivalent units, exemptions or barred combinations.

This qualification provides the learner with the opportunity to progress to the Level 2 Certificate in Supporting Teaching and Learning in Schools, Level 3 Award or Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Specialist Support for Teaching and Learning in Schools and into the workforce.

CACHE Level 2 Certificate in Supporting Teaching and Learning in Schools

The learner must achieve 9 mandatory units, totalling 24 credits, 1 unit (3 credits) from Option Group A and 1-2 units (minimum 3 credits) from Option Group B, to make a total of 30 credits. There are 3 equivalent units and 1 exempted unit (see full qualification details for further information).

This qualification provides the learner with the opportunity to progress to the Level 3 Award or Certificate in Supporting Teaching and Learning in Schools, , Level 3 Diploma in Specialist Support for Teaching and Learning in Schools and into the workforce.

CACHE Level 2 Award in Support Work in Schools (QCF)

This qualification is an introduction to the information and knowledge needed to work in a school environment.

The units cover child and young person development, safeguarding the welfare of children and young people including legislation, and the importance of equality, diversity and inclusion.

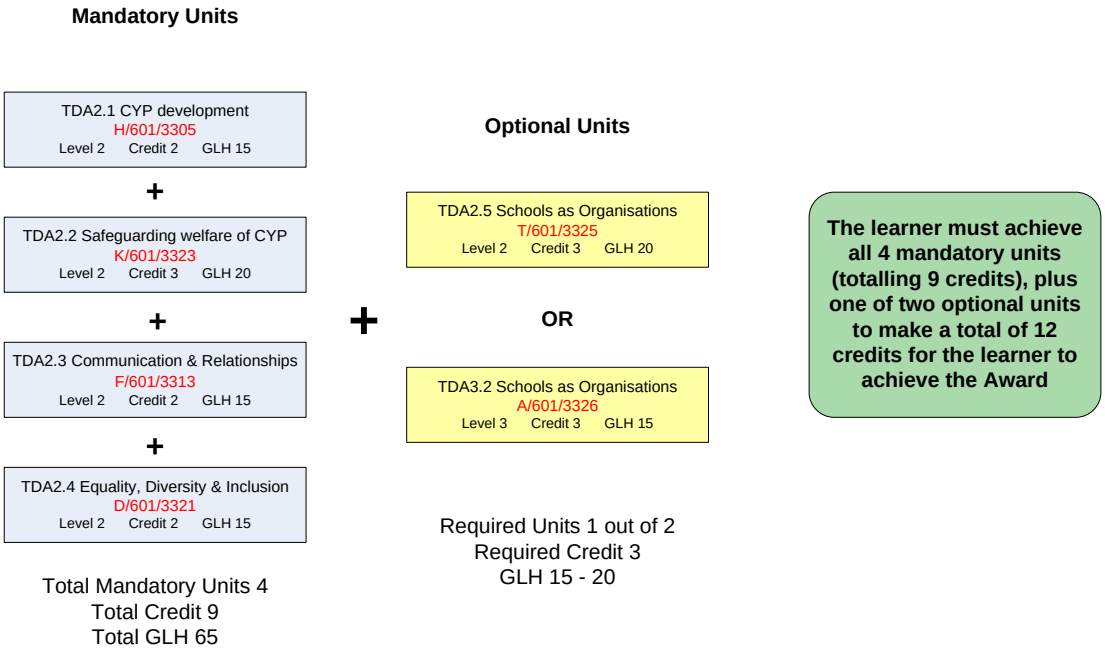
They also cover:

- communication and professional relationships with children, young people and adults
- schools as organisations, including types of schools, policies and procedures and the wider environment in which they operate.

As it is a knowledge based qualification, it is appropriate for learners not yet employed in a school, as well as providing initial training and induction for those new in post.

It can apply to the many varied roles that full and part time support staff may fulfill including: administrative roles, site support roles, technical roles and volunteers, as well as those roles that work directly with children and young people in the school environment.

The Award shares four mandatory units with the Level 2 Certificate in Supporting Teaching and Learning in Schools. This enables credits and learning to be transferred from this qualification to the Level 2 Certificates, providing a direct progression route.



Qualification title	Level 2 Award in Support Work in Schools
Credit value	12
Credits to be achieved at the level of the qualification or above	12
Credits from mandatory units	9
Credits from optional units	3
Credits from other units	0
Credits from equivalent units	No equivalent units
Exemptions	No exemptions
Time limits on the process of credit accumulation or exemptions	None

	Unit No.	Unit title	Level	Unit ref.	GLH	Credit value
Mandatory Group	TDA 2.1	Child and young person development	2	H/601/3305	15	2
	TDA 2.2	Safeguarding the welfare of children and young people	2	K/601/3323	20	3
	TDA 2.3	Communication and professional relationships with children, young people and adults	2	F/601/3313	15	2
	TDA 2.4	Equality, diversity and inclusion in work with children and young people	2	D/601/3321	15	2
		Total credits required from Mandatory Group				9
Option Group A	TDA 2.5	Schools as organisations	2	T/601/3325	20	3
	TDA 3.2	Schools as organisations	3	A/601/3326	15	3
		Total (minimum) credits required from Option Group A				3
Total		Total (minimum) credits required for qualification				12

CACHE Level 2 Certificate in Supporting Teaching and Learning in Schools (QCF)

This qualification will enable the learner to develop the knowledge and skills needed when supporting teaching and learning in schools.

The units cover children and young people's development, the requirements of safeguarding and the importance of equality, diversity, and inclusion.

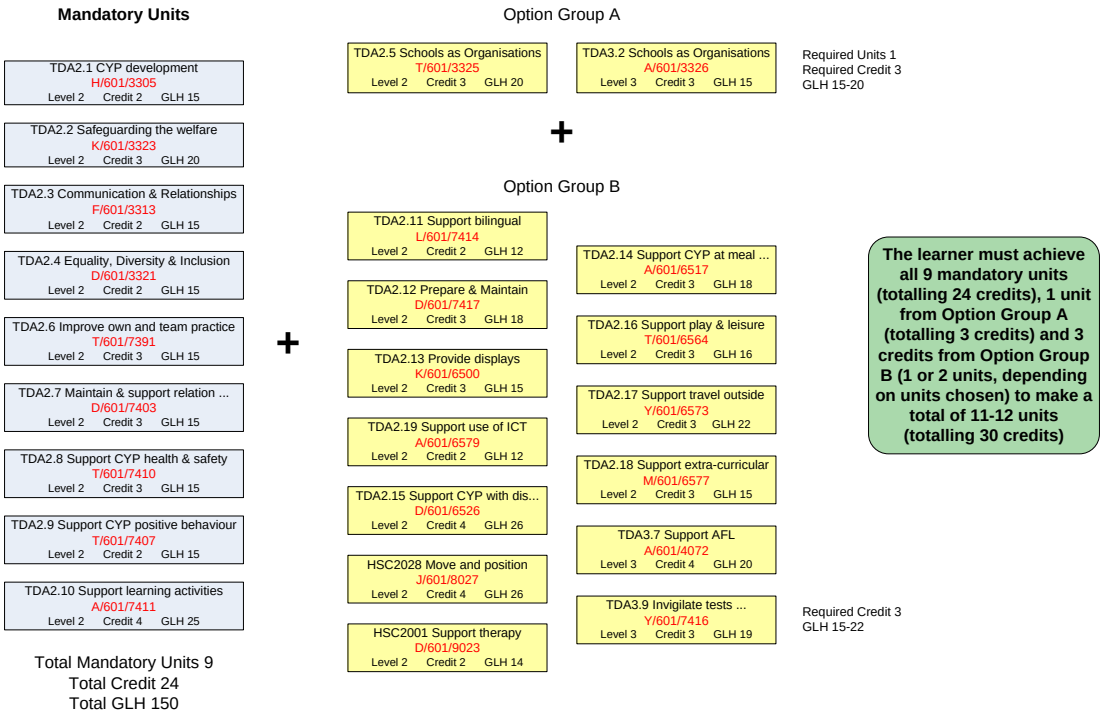
They also include:

- communication and professional relationships with children, young people and adults
- schools as organisations, including types of schools, policies and procedures and the wider environment in which they operate
- supporting children and young people with disabilities, special educational needs or where English is an additional language
- preparing and maintaining learning environments and invigilating examinations
- supporting learning activities and extra-curricular activities including planning and delivery
- supporting children and young people at meal times, during play and leisure and when they are travelling outside the school
- improving personal and team practice.

Learners can choose optional units at Level 3 to support progression.

It is suitable for learners working in roles that support pupils' learning including teaching assistants, learning support assistants and special needs assistants.

CACHE Level 2 Certificate in Supporting Teaching and Learning in Schools



Qualification title	Level 2 Certificate in Supporting Teaching and Learning in Schools			
Credit value	30			
Credits to be achieved at the level of the qualification or above	30			
Credits from mandatory units	24			
Credits from optional units	6	Made up of	3 Credits from Option Group A 3 Credits from Option Group B	

Credits from other units	0			
Credits from equivalent units	TDA QCF unit (within this qualification)	Unit ref.	Equivalent QCF unit (from elsewhere)	Equivalent unit ref.
	Help improve own and team practice in schools	T/601/7391	Help to Improve Own Practice and the Work of the Playwork Team	H/600/9528
	Maintain and support relationships with children and young people	D/601/7403	Support Relationships in the Play Environment	T/600/9520
	Support children and young people's travel outside of the setting	Y/601/6573	Support the Travel of Children and Young People Outside the Play Environment	M/600/9547

Exemptions	Exempted QCF unit	Exempted unit ref	Exemption	Exemption unit ref.
	Invigilate tests and examinations	Y/601/7416	Invigilate tests and examinations	A/104/0197
Time limits on the process of credit accumulation or exemptions			None	

	Unit no.	Unit title	Level	Unit ref.	GLH	Credit value
Mandatory Group	TDA 2.1	Child and young person development	2	H/601/3305	15	2
	TDA 2.2	Safeguarding the welfare of children and young people	2	K/601/3323	20	3
	TDA 2.3	Communication and professional relationships with children, young people and adults	2	F/601/3313	15	2
	TDA 2.4	Equality, diversity and inclusion in work with children and young people	2	D/601/3321	15	2
	TDA 2.6	Help improve own and team practice in schools	2	T/601/7391	15	3
	TDA 2.7	Maintain and support relationships with children and young people	2	D/601/7403	15	3
	TDA 2.8	Support children and young people's health and safety	2	T/601/7410	15	3
	TDA 2.9	Support children and young people's positive behaviour	2	T/601/7407	15	2
	TDA 2.10	Support learning activities	2	A/601/7411	25	4
	Total credits required from Mandatory Group		24			
Option Group A	TDA 2.5	Schools as organisations	2	T/601/3325	20	3
	TDA 3.2	Schools as organisations	3	A/601/3326	15	3
	Total (minimum) credits required from Option Group A		3			

	Unit no.	Unit title	Level	Unit ref.	GLH	Credit value
Option Group B	TDA 2.11	Contribute to supporting bilingual learners	2	L/601/7414	12	2
	TDA 3.9	Invigilate tests and examinations	3	Y/601/7416	19	3
	TDA 2.12	Prepare and maintain learning environments	2	D/601/7417	18	3
	TDA 2.13	Provide displays in schools	2	K/601/6500	15	3
	TDA 3.7	Support assessment for learning	3	A/601/4072	20	4
	TDA 2.14	Support children and young people at meal or snack times	2	A/601/6517	18	3
	TDA 2.15	Support children and young people with disabilities and special educational needs	2	D/601/6526	26	4
	TDA 2.16	Support children and young people's play and leisure	2	T/601/6564	16	3
	TDA 2.17	Support children and young people's travel outside of the setting	2	Y/601/6573	22	3
	TDA 2.18	Support extra-curricular activities	2	M/601/6577	15	3
	TDA 2.19	Support the use of information and communication technology for teaching and learning	2	A/601/6579	12	2
	HSC 2028	Move and position individuals in accordance with their plan of care	2	J/601/8027	26	4
	HSC 2001	Provide support for therapy sessions	2	D/601/9023	14	2
	Total (minimum) credits required from Option Group B					3
Total	Total (minimum) credits required for Qualification					30

Unit Achievement Log

Mandatory units

Unit ref.	Unit no.	Unit title	Unit Type	L2 Award Support Work in Schools (SWIS)	L2 Cert Supporting Teaching & Learning in Schools (STLS)	Level	Credit	GLH	Page	Notes
H/601/3305	TDA 2.1	Child and young person development	Knowledge	✓	✓	2	2	15	33	
K/601/3323	TDA 2.2	Safeguarding the welfare of children and young people	Knowledge	✓	✓	2	3	20	37	
F/601/3313	TDA 2.3	Communication and professional relationships with children, young people and adults	Knowledge	✓	✓	2	2	15	41	
D/601/3321	TDA 2.4	Equality, diversity and inclusion in work with children and young people	Knowledge	✓	✓	2	2	15	47	
T/601/7391	TDA 2.6	Help improve own and team practice in schools	Knowledge / Skills		✓	2	3	15	51	
D/601/7403	TDA 2.7	Maintain and support relationships with children and young people	Skills		✓	2	3	15	57	

Unit ref.	Unit no.	Unit title	Unit Type	L2 Award Support Work in Schools (SWIS)	L2 Cert Supporting Teaching & Learning in Schools (STLS)	Level	Credit	GLH	Page	Notes
T/601/7410	TDA 2.8	Support children and young people's health and safety	Knowledge / Skills		✓	2	3	15	61	
T/601/7407	TDA 2.9	Support children and young people's positive behaviour	Knowledge / Skills		✓	2	2	15	67	
A/601/7411	TDA 2.10	Support learning activities	Skills		✓	2	4	25	71	

Optional units

For full details on optional units, please refer to the separate Optional Units document on the CACHE website www.cache.org.uk.

Unit ref.	Unit no.	Unit title	Unit Type	L2 Award Support Work in Schools (SWIS)	L2 Cert Supporting Teaching & Learning in Schools (STLS)	Level	Credit	GLH	Notes
T/601/3325	TDA 2.5	Schools as organisations	Knowledge	✓	✓	2	3	20	
A/601/3326	TDA 3.2	Schools as organisations	Knowledge	✓	✓	3	3	15	
L/601/7414	TDA 2.11	Contribute to supporting bilingual learners	Skills		✓	2	2	12	
Y/601/7416	TDA 3.9	Invigilate tests and examinations	Knowledge / Skills		✓	3	3	19	
D/601/7417	TDA 2.12	Prepare and maintain learning environments	Skills		✓	2	3	18	
K/601/6500	TDA 2.13	Provide displays in schools	Knowledge / Skills		✓	2	3	15	
A/601/4072	TDA 3.7	Support assessment for learning	Knowledge / Skills		✓	3	4	20	

Unit ref.	Unit no.	Unit title	Unit Type	L2 Award Support Work in Schools (SWIS)	L2 Cert Supporting Teaching & Learning in Schools (STLS)	Level	Credit	GLH	Notes
A/601/6517	TDA 2.14	Support children and young people at meal or snack times	Knowledge / Skills		✓	2	3	18	
D/601/6526	TDA 2.15	Support children and young people with disabilities and special educational needs	Knowledge / Skills		✓	2	4	26	
T/601/6564	TDA 2.16	Support children and young people's play and leisure	Knowledge / Skills		✓	2	3	16	
Y/601/6573	TDA 2.17	Support children and young people's travel outside of the setting	Knowledge / Skills		✓	2	3	22	
M/601/6577	TDA 2.18	Support extra-curricular activities	Skills		✓	2	3	15	
A/601/6579	TDA 2.19	Support the use of information and communication technology for teaching and learning	Knowledge / Skills		✓	2	2	12	
J/601/8027	HSC 2028	Move and position individuals in accordance with their plan of care	Knowledge / Skills		✓	2	4	26	
D/601/9023	HSC 2001	Provide support for therapy sessions	Knowledge / Skills		✓	2	2	14	

Section 3: 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 2.1: Child and young person development

Unit reference	H/601/3305	Level	2
Credit value	2	GLH	15
Unit aim	This unit aims to develop knowledge and understanding of child and young person development and the factors, including transitions, which may affect 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
1. Know the main stages of child and young person development.	1.1. Describe the expected pattern of children and young people's development from birth to 19 years, to include: • physical development • communication and intellectual development • social, emotional and behavioural development.		
	1.2. Describe with examples how different aspects of development can affect one another.		
2. Understand the kinds of influences that affect children and young people's development.	2.1. Describe with examples the kinds of influences that affect children and young people's development including: • background • health • environment.		

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. Describe with examples the importance of recognising and responding to concerns about children and young people's development.		
3. Understand the potential effects of transitions on children and young people's development.	3.1. Identify the transitions experienced by most children and young people.		
	3.2. Identify transitions that only some children and young people may experience e.g. bereavement.		
	3.3. Describe with examples how transitions may affect children and young people's behaviour and development.		

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

Learner signature: Date:

Assessor sign off of completed unit: TDA 2.1
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	STL2 Support children's development (CCLD 203) SWiS 2.1 Explore and respond to the needs of pupils Introductory training materials: • role and context • understanding how children learn.
Guidance for developing assessment arrangements for the unit:	
Unit Assessment guidance – provided by the sector	Unit needs to be assessed in line with the Teaching Agency (formerly Training and Development Agency for Schools (TDA)) QCF Assessment Principles. Transitions refer 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.

Assessment task – TDA 2.1 Child and young person development

Understanding how children and young people develop is crucial to your role in the real work environment in order for you to give effective support.

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

Produce a display to include a timeline that will:

- describe the expected pattern of children and young people's development from birth to 19 years, to include:
  - physical development
  - communication and intellectual development
  - social, emotional and behavioural development
- describe with examples how different aspects of development can affect one another.

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

Your display will also need to:

- describe with examples the kinds of influences that affect children and young people's development, including:
  - background
  - health
  - environment
- describe with examples the importance of recognising and responding to concerns about children and young people's development.

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

Include in your display a poster that will:

- identify the transitions experienced by most children and young people
- identify transitions that only some children and young people may experience e.g. bereavement
- describe with examples how transitions may affect children and young people's behaviour and development.

TDA 2.2: Safeguarding the welfare of children and young people

Unit reference	K/601/3323	Unit level	2
Credit value	3	GLH	20
Unit aim	This unit provides the knowledge and understanding required for safeguarding the welfare of children and young people.		

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. Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety.	1.1. Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety.		
	1.2. Describe the roles of different agencies involved in safeguarding the welfare of children and young people.		
2. Know what to do when children or young people are ill or injured, including emergency procedures.	2.1. Identify the signs and symptoms of common childhood illnesses.		
	2.2. Describe the actions to take when children or young people are ill or injured.		
	2.3. Identify circumstances when children and young people might require urgent medical attention.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
	2.4. Describe the actions to take in response to emergency situations including: • fires • security incidents • missing children or young people.		
3. Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied.	3.1. Identify the characteristics of different types of child abuse.		
	3.2. Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies.		
	3.3. Describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self harm) or bullied, or maybe at risk of harm, abuse or bullying.		
	3.4. Describe the actions to take in response to concerns that a colleague may be: • failing to comply with safeguarding procedures • harming, abusing or bullying a child or young person.		
	3.5. Describe the principles and boundaries of confidentiality and when to share information.		

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 2.2
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	STL3 Help to keep children safe (CCLD202) SWiS 2.1 Explore and respond to the needs of pupils Introductory training materials: • role and context • ICT.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Unit needs to be assessed in line with the Teaching agency (formerly Training and Development Agency for Schools (TDA)) QCF Assessment Principles. Evidence or concerns that a child or young person has been abused, harmed or bullied, or maybe at risk of harm, abuse or bullying includes: • disclosure • allegations • signs and indicators of abuse. Concerns about a colleague: should recognise that those making the allegations (whistle blowers) and those subject to as yet unproven allegations have rights to protection.

Assessment task – TDA 2.2 Safeguarding the welfare of children and young people

Safeguarding the welfare of children and young people is a high priority in the workplace. As part of your work role you must develop an awareness of this important area. Collect information that shows you can:

Task 1 links to learning outcomes 1 and 3, assessment criteria 1.1, 1.2, 3.1, 3.2, 3.3, 3.4 and 3.5.

- identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people, including e-safety
- describe the roles of different agencies involved in safeguarding the welfare of children and young people
- identify the characteristics of different types of child abuse
- describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies
- describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self harm) or bullied, or may be at risk of harm, abuse or bullying
- describe the actions to take in response to concerns that a colleague may be:
    - failing to comply with safeguarding procedures
    - harming, abusing or bullying a child or young person
- describe the principles and boundaries of confidentiality, and when to share information.

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

As part of safeguarding the welfare of children and young people, gather evidence that shows that you can:

- identify the signs and symptoms of common childhood illnesses
- describe the actions to take when children or young people are ill or injured
- identify circumstances when children and young people might require urgent medical attention
- describe the actions to take in response to emergency situations, including:
    - fires
    - security incidents
    - missing children or young people.

TDA 2.3: Communication and professional relationships with children, young people and adults

Unit reference	F/601/3313	Level	2
Credit value	2	GLH	15
Unit aim	This unit provides the knowledge and understanding that underpins effective communication and professional relationships with children, young people and adults.		

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. Know how to interact with and respond to children and young people.	1.1. Describe how to establish respectful, professional relationships with children and young people.		
	1.2. Describe with examples how to behave appropriately for a child or young person's stage of development.		
	1.3. Describe how to deal with disagreements between children and young people.		
	1.4. Describe how own behaviour could: • promote effective interactions with children and young people • impact negatively on interactions with children and young people.		
2. Know how to interact with and respond to adults.	2.1. Describe how to establish respectful, professional relationships with adults.		

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. Describe the importance of adult relationships as role models for children and young people.		
3. Know how to communicate with children, young people and adults.	3.1. Describe how communication with children and young people differs across different age ranges and stages of development.		
	3.2. Describe the main differences between communicating with adults and communicating with children and young people.		
	3.3. Identify examples of communication difficulties that may exist.		
	3.4. Describe how to adapt communication to meet different communication needs.		
	3.5. Describe how to deal with disagreements between: • the practitioner and children and young people • the practitioner and other adults.		

Learning outcomes The learner will:	**Assessment criteria** The learner can:	**Evidence record** e.g. page number & method	**Assessor judgement achieved** Initial and date
4. Know about current legislation, policies and procedures for confidentiality and sharing information, including data protection.	4.1. Identify relevant legal requirements and procedures covering confidentiality, data protection and the disclosure of information.		
	4.2. Describe the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this.		
	4.3. Identify the kinds of situations when confidentiality protocols must be breached.		

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 2.3
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	STL4 Contribute to positive relationships (CCLD 201) SWiS 2.2 Explore school values, policies, roles and responsibilities Introductory training materials: • promoting positive behaviour.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Unit needs to be assessed in line with the Teaching Agency (formerly Training and Development Agency for Schools (TDA)) QCF Assessment Principles. Communication includes: • verbal • non-verbal • informal • formal.

Assessment task – TDA 2.3 Communication and professional relationships with children, young people and adults

Task 1 links to learning outcomes 1 and 2, assessment criteria 1.1, 1.2, 1.3, 1.4, 2.1 and 2.2.

Working in an educational environment gives you the opportunity to develop communication and professional relationships with children, young people and adults. To raise your awareness of these areas:

Children and young people

- describe how to establish respectful, professional relationships with children and young people
- describe with examples how to behave appropriately for a child or young person's stage of development
- describe how to deal with disagreements between children and young people
- describe how own behaviour could:
    - promote effective interactions with children and young people
    - impact negatively on interactions with children and young people.

Adults

- describe how to establish respectful, professional relationships with adults
- describe the importance of adult relationships as role models for children and young people.

Task 2 links to learning outcome 3, assessment criteria 3.1, 3.2, 3.3, 3.4 and 3.5.

Communicating with children, young people and adults in an educational environment is an important part of a professional relationship. To raise your awareness in this area:

- describe how communication with children and young people differs across different age ranges and stages of development
- describe the main differences between communicating with adults and communicating with children and young people
- identify examples of communication difficulties that may exist
- describe how to adapt communication to meet different communication needs
- describe how to deal with disagreements between:
    - the practitioner and children and young people
    - the practitioner and other adults.

Task 3 links to learning outcome 4, assessment criteria 4.1, 4.2 and 4.3.

Underpinning communication and professional relationships is the principle of confidentiality. To raise your awareness in this area:

- identify relevant legal requirements and procedures covering confidentiality, data protection and the disclosure of information
- describe the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this
- identify the kinds of situations when confidentiality protocols must be breached.

TDA 2.4: Equality, diversity and inclusion in work with children and young people

Unit reference	D/601/3321	Level	2
Credit value	2	GLH	15
Unit aim	This unit provides knowledge and understanding of policies and practices to promote equality, diversity and inclusion in work with children and young people.		

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 importance of promoting equality and diversity in work with children and young people.	1.1. Identify the current legislation and codes of practice relevant to the promotion of equality and valuing of diversity.		
	1.2. Describe the importance of supporting the rights of all children and young people to participation and equality of access.		
	1.3. Describe the importance and benefits of valuing and promoting cultural diversity in work with children and young people.		
2. Understand the impact of prejudice and discrimination on children and young people.	2.1. Describe ways in which children and young people can experience prejudice and discrimination.		
	2.2. Describe the impact of prejudice and discrimination on 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
	2.3. Assess how own attitudes, values and behaviour could impact on work with children and young people.		
	2.4. Describe the importance of promoting anti-discriminatory practice in work with children and young people.		
	2.5. Describe how to challenge discrimination.		
3. Understand inclusion and inclusive practices in work with children and young people.	3.1. Describe what is meant by inclusion and inclusive practices.		
	3.2. Describe features of an inclusive setting for children and young people.		
	3.3. Describe how inclusion works in own sector of the children's workforce.		

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 2.4
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	STL1 Provide support for learning activities STL11 Contribute to supporting bilingual/multilingual pupils STL12 Support a child with disabilities or special educational needs (CCLD 209) Introductory training materials: • 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 Teaching Agency (formerly Training and Development Agency for Schools (TDA)) QCF Assessment Principles. 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. Anti-discriminatory practice: taking positive action to counter discrimination. This will involve identifying and challenging discrimination and being positive in own practice about differences and similarities between people. Inclusion: a process of identifying, understanding and breaking down barriers to participation and belonging.

Assessment task – TDA 2.4 Equality, diversity and inclusion in work with children and young people

Task links to learning outcomes 1, 2 and 3, assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2 and 3.3.

Equality, diversity and inclusion underpins all work practice when working with children and young people. In preparation for working in education produce a reference folder that includes evidence that shows you can:

- identify the current legislation and codes of practice relevant to the promotion of equality and valuing of diversity
- describe the importance of supporting the rights of all children and young people to participation and equality of access
- describe the importance and benefits of valuing and promoting cultural diversity in work with children and young people
- describe ways in which children and young people can experience prejudice and discrimination
- describe the impact of prejudice and discrimination on children and young people
- assess how own attitudes, values and behaviour could impact on work with children and young people
- describe the importance of promoting anti-discriminatory practice in work with children and young people
- describe how to challenge discrimination
- describe what is meant by inclusion and inclusive practices
- describe features of an inclusive setting for children and young people
- describe how inclusion works in own sector of the children's workforce.

TDA 2.6: Help improve own and team practice in schools

Unit reference	T/601/7391	Level	2
Credit value	3	GLH	15
Unit aim	This unit provides the knowledge, understanding and skills required to help improve own and team practice in schools. It requires demonstration of competence in reflecting on and improving own practice, and supporting the work of the team.		

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 4 must be assessed in real work environments by a vocationally competent assessor.			
1. Be able to reflect on own practice.	1.1. Take note of children and young people's responses to own practice.		
	1.2. Ask for constructive feedback on own practice from colleagues.		
	1.3. Take note of responses to own practice from others.		
	1.4. Evaluate all aspects of own practice.		
2. Be able to improve own practice.	2.1. Identify possible development opportunities relevant to improving own practice.		
	2.2. Describe the importance of continuing professional development.		

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. Work with an appropriate person to: • identify own strengths, and areas where practice could improve • plan ways in which practice could improve • identify goals and targets.		
	2.4. Take part in continuing professional development that is relevant to own goals and targets.		
	2.5. Review own personal development.		
	2.6. Identify new areas of skill and knowledge to achieve new goals and targets.		
3. Understand the work of the team.	3.1. Describe why team work is important in schools.		
	3.2. Describe the purpose and objectives of the team in which they work.		
	3.3. Describe own role and responsibilities and those of others in the team.		
	3.4. Describe the importance of respecting the skills and expertise of other practitioners.		
4. Be able to support the work of the team.	4.1. Support the purpose and objectives of the team.		
	4.2. Carry out own role and responsibilities within the team.		

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. Communicate clearly with team members and others, making sure they have the information they need.		
	4.4. Interact with others in a way that supports good team work.		
	4.5. Identify and suggest ways in which the team could improve its work, challenging existing practice where necessary.		
	4.6. Respond to differences of opinion and conflict constructively.		
	4.7. Seek advice and support from relevant people when needed.		

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 2.6
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	Based on SkillsActive playwork unit 12 Help to improve own practice and the work of the playwork team. STL5 Provide effective support for your colleagues
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Unit needs to be assessed in line with the Teaching Agency (formerly Training and Development Agency for Schools (TDA)) QCF Assessment Principles. Learning outcomes 1, 2 and 4 must be assessed in relation to the real work environment. Assessment criteria 1.1, 1.2, 1.3, 4.1, 4.2, 4.3, 4.4, 4.5 and 4.7 must be assessed in the workplace. Simulation may be used for assessment criterion 4.6. Others according to own role e.g.: • parents, carers and guardians • other adults in the school • professionals external to the school. Development opportunities e.g.: • training programmes • mentor • coaching • e-learning • open and distance learning.

Assessment task – TDA 2.6 Help improve own and team practice in schools

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

Working in an education environment, you will be part of a team. This requires you to reflect on your own and other practice. You are asked at a staff meeting to:

- describe why team work is important in schools
- describe the purpose and objectives of the team in which you work
- describe own role and responsibilities, and those of others in the team
- describe the importance of respecting the skills and expertise of other practitioners.

TDA 2.7: Maintain and support relationships with children and young people

Unit reference	D/601/7403	Level	2
Credit value	3	GLH	15

Unit aim: This unit covers the competence required to maintain and support relationships with children and young people. It requires demonstration of competence in communicating with children and young people, developing and maintaining relationships with children and young people, and supporting relationships between children and young people and others in the work 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 1, 2 and 3 must be assessed in real work environments by a vocationally competent assessor.			
1. Be able to communicate with children and young people.	1.1. Communicate with children and young people in a way that is appropriate to the individual, using both conventional language and body language.		
	1.2. Actively listen to children and young people and value what they say, experience and feel.		
	1.3. Check that children and young people understand what is communicated.		
2. Be able to develop and maintain relationships with children and young people.	2.1. Demonstrate how to establish rapport and respectful, trusting relationships with 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
	2.2. Give attention to individual children and young people in a way that is fair to them and the group as a whole.		
	2.3. Demonstrate supportive and realistic responses to children and young people's questions, ideas, suggestions and concerns.		
	2.4. Provide children and young people with reasons for actions when appropriate.		
	2.5. Encourage children and young people to make choices for themselves.		
3. Be able to support relationships between children and young people and others in the setting.	3.1. Support children and young people to communicate effectively with others.		
	3.2. Encourage children and young people to understand other people's individuality, diversity and differences.		
	3.3. Help children and young people to understand and respect other people's feelings and points of view.		
	3.4. Support children and young people to develop group agreements about the way they interact with others.		
	3.5. Demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves.		

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

Learner signature: Date:

Assessor sign off of completed unit: TDA 2.7
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	Based on SkillsActive playwork unit 9 Support relationships in the play environment STL4 Contribute to positive relationships (CCLD 201) Introductory training materials: • Promoting positive behaviour
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Unit needs to be assessed in line with the Teaching Agency (formerly 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. Communicate: • verbally • non-verbally • informally • formally.

Assessment task – TDA 2.7 Maintain and support relationships with children and young people

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

TDA 2.8: Support children and young people's health and safety

Unit reference	T/601/7410	Level	2
Credit value	3	GLH	15

Unit aim: This unit provides the knowledge, understanding and skills required to support the health and safety of children and young people. It requires demonstration of competence in recognising and dealing with risks in the work setting, supporting children and young people to assess and manage risk for themselves and responding to emergency situations.

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. Know the legislative and policy framework for health and safety.	1.1. Describe how current health and safety legislation, policies and procedures are implemented in the setting.		
	1.2. Describe how health and safety is monitored and maintained in the setting.		
	1.3. Describe how people in the setting are made aware of risks and hazards and encouraged to work safely.		
	1.4. Identify the lines of responsibility and reporting for health and safety 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. Be able to recognise and manage risks to children and young people's health, safety and security.	2.1. Demonstrate how to identify potential hazards to the health, safety and security of children and young people.		
	2.2. Demonstrate how to deal with hazards to minimise risks to the health, safety and security of children and young people.		
	2.3. Demonstrate ways of supporting children and young people to take responsibility for their own health, safety and security.		
3. Be able to support children and young people to assess and manage risk.	3.1. Outline the importance of taking a balanced approach to risk management.		
	3.2. Demonstrate ways of supporting children and young people to assess and manage risk for themselves.		
4. Be able to respond to emergency situations.	4.1. Recognise and respond to emergency situations.		
	4.2. Follow the setting's procedures for dealing with emergency situations.		
	4.3. Give reassurance and comfort to those involved in the emergency.		
	4.4. Give other people providing assistance clear information about what has happened.		
	4.5. Follow the procedures of the setting for reporting and recording accidents and emergencies.		

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 2.8
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	CCLD202 (STL3) Help to keep children safe Supports progression to Children and Young People's Core Unit 3.4 Support children and young people's health and safety (Level 3)
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Unit needs to be assessed in line with the Teaching Agency (formerly 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. Assessment criteria 2.1, 2.2, 2.3 and 3.2 must be assessed in the workplace. Simulation may be used for assessment criteria 4.1, 4.2, 4.3, 4.4 and 4.5. Assessment criteria 3.1 may be considered 'knowledge', thus evidence generation is acceptable away from the real work environment, although the learning outcome must be signed off by a vocationally competent assessor.

	Potential hazards to the health, safety and security of children and young people e.g.: • physical • security • fire • food safety • personal safety. Balanced approach to risk management: • taking into account the child or young person's age, needs and abilities • avoiding excessive risk taking • not being excessively risk averse • recognising the importance of risk and challenge to children and young people's development. Emergency situations including: • accidents • illness • fires • security incidents • missing children or young people.

Assessment task – TDA 2.8 Support children and young people's health and safety

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

Supporting children and young peoples' health and safety is essential when working in an educational environment. Produce a reference folder which shows you can:

- describe how current health and safety legislation, policies and procedures are implemented in the setting
- describe how health and safety is monitored and maintained in the setting
- describe how people in the setting are made aware of risks and hazards and encouraged to work safely
- identify the lines of responsibility and reporting for health and safety in the setting.

TDA 2.9: Support children and young people's positive behaviour

Unit reference	T/601/7407	Unit level	2
Credit value	2	GLH	15
Unit aim	This unit provides the knowledge, understanding and skills required to support children and young people's positive behaviour. It requires demonstration of competence in supporting positive behaviour and responding to inappropriate behaviour.		

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. Know the policies and procedures of the setting for promoting children and young people's positive behaviour.	1.1. Describe the policies and procedures of the setting relevant to promoting children and young people's positive behaviour.		
	1.2. Describe with examples the importance of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting.		
2. Be able to support positive behaviour.	2.1. Describe the benefits of encouraging and rewarding positive behaviour.		
	2.2. Apply skills and techniques for supporting and encouraging children and young people's positive behaviour.		

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 realistic, consistent and supportive responses to children and young people's behaviour.		
	2.4. Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting.		
3. Be able to respond to inappropriate behaviour.	3.1. Select and apply agreed strategies for dealing with inappropriate behaviour.		
	3.2. Describe the sorts of behaviour problems that should be referred to others and to whom these should be referred.		

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 2.9
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	STL3 Help to keep children safe (CCLD202) STL19 Promote positive behaviour Introductory training materials: • promoting positive behaviour.
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. Assessment criteria 2.2, 2.3, 2.4 and 3.1 must be assessed in the workplace. Unit needs to be assessed in line with the Teaching Agency (formerly Training and Development Agency for Schools (TDA)) QCF Assessment Principles. Policies and procedures of the setting relevant to promoting positive behaviour e.g.: • behaviour policy • code of conduct • rewards and sanctions • dealing with conflict and inappropriate behaviour • anti-bullying • attendance. 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.

Assessment task – TDA 2.9 Support children and young people's positive behaviour

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

Implementing the setting's policies and procedures which promote children and young people's positive behaviour is an important part of your job role. As a worker who has just moved into a new setting you have been asked to:

- describe the policies and procedures of the setting relevant to promoting children and young people's positive behaviour
- describe with examples the importance of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting.

TDA 2.10: Support learning activities

Unit reference	A/601/7411	Level	2
Credit value	4	GLH	25
Unit aim	This unit provides the knowledge, understanding and skills to support learning activities. It requires competence in supporting the planning, delivery, assessment and review cycle.		

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 support the teacher in planning learning activities.	1.1. Describe how a learning support practitioner may contribute to the planning, delivery and review of learning activities.		
	1.2. Identify own strengths and weaknesses in relation to supporting learning activities and how these may impact on the support that can be provided.		
	1.3. Use own knowledge of the learners and curriculum to contribute to the teacher's planning.		
	1.4. Identify and obtain the information required to support 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
	1.5. Identify and agree with the teacher the opportunities for using information and communication technology to support learning.		
2. Be able to prepare for learning activities.	2.1. Select and prepare the resources required for planned learning activities.		
	2.2. Adapt resources as directed by the teacher to meet the needs of learners.		
	2.3. Ensure the learning environment meets relevant health, safety, security and access requirements.		
3. Be able to support learning activities.	3.1. Use a range of learning support strategies to meet the needs of learners.		
	3.2. Apply skills and techniques to engage and motivate learners.		
	3.3. Demonstrate ways of supporting learners to develop: • literacy skills • numeracy skills • ICT skills.		
	3.4. Describe the sorts of problems that might occur when supporting learning activities and how to deal with these.		

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 observe and report on learner participation and progress.	4.1. Apply skills and techniques for monitoring learners' responses to learning activities.		
	4.2. Assess how well learners are participating in activities and the progress they are making.		
	4.3. Record observations and assessments of learner participation and progress in the required format.		
5. Be able to support the evaluation of learning activities.	5.1. Describe the importance of evaluating learning activities.		
	5.2. Provide constructive feedback on learning activities in discussion with the teacher.		
	5.3. Identify any difficulties encountered in supporting the learning activities.		
	5.4. Provide the teacher with feedback on learners' participation and progress.		
6. Be able to evaluate own practice in relation to supporting literacy, numeracy and ICT.	6.1. Identify ways in which own knowledge, understanding and skills in literacy, numeracy and ICT impact on practice.		
	6.2. Identify opportunities to improve own knowledge, understanding and skills in literacy, numeracy and ICT.		

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 2.10
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	STL1 Provide support for learning activities STL6 Support literacy and numeracy development STL8 Use information and communication technology to support pupils' learning STL9 Observe and report on pupil performance Introductory training materials for teaching assistants: • role and context • literacy • mathematics • ICT • science.

Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	Learning outcomes 1, 2, 3, 4, 5 and 6 must be assessed in relation to the real work environment. Assessment criteria 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.2, 5.3 and 5.4 must be assessed in the workplace. Unit needs to be assessed in line with the Teaching Agency (formerly Training and Development Agency for Schools (TDA)) QCF Assessment Principles. Information required to support learning activities includes: • the learning objectives • the learning resources required • own role in supporting the learning activities • any specific information or instructions relating to the learners and/or activities. Information and communication technology covers a range of different activities, equipment and technological devices, such as programmable toys, telephones, videos, timers, keyboards, keypads, computers, software, digital cameras, interactive whiteboards as well as new technologies as they become available. Resources to support learning activities including: • materials • equipment (including ICT) • software • books and other written materials. Problems may relate to: • the learning activities • the learning resources • the learning environment • the learners.

Assessment task – TDA 2.10 Support learning activities

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

Section 4: Assessment and quality assurance information for tutors and assessors

Assessment guidance

A recommended range of assessment methods has been identified for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

Recommended range of assessment methods for this qualification

One of the following assessment methods can be chosen to produce evidence.

For Competence / Skills and Knowledge learning outcomes:

- Direct observation of learner by assessor
  - by an assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice
- Professional discussion
- Expert Witness evidence
  - when directed by the Sector Skills Council or other assessment strategy/principles
- 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
- Reflection on own practice in real work environment
- Oral questions and answers[1]

For knowledge only learning outcomes:

- Written and pictorial information
- Scenario or case study
- Task set by CACHE (for knowledge learning outcomes)
- Oral questions and answers
- Assessment method devised by Centre and approved by CACHE

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

A key to the recommended assessment methods is included in *"How to … A Guide to Assessing CACHE QCF Qualifications"*, which can be found on cachezone.

[1] Oral questions and answers may be used to evidence understanding of skills based learning outcomes where assessment criteria start with 'Explain' or 'Describe' (or similar words to demonstrate understanding). These can be assessed by the **assessor who is assessing the skills competencies** as it relates to evidence from the workplace.

Assessment strategies and principles relevant to this qualification

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

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below. More detailed strategies or principles can be found in *the "How to … A Guide to Understanding the Requirements of Assessors and Internal Quality Assurers for CACHE QCF Qualifications".*

The Centre needs to ensure that individuals undertaking assessor or quality assurer roles within your Centre conform to the SSC assessment requirements for the unit they are assessing or quality assuring.

Skills for Care and Development Assessment Principles / Teaching Agency (formerly Training and Development Agency for Schools) Assessment Principles / CACHE Assessment Strategy

Knowledge learning outcomes

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

Competence / Skills learning outcomes

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

Section 5: Feedback

Tell us what you think!

Your feedback is really important to us.

Please take a few moments to tell us how well this document supports you when teaching or studying this qualification.

The form is also available as a separate document on cachezone.

QCF Support Materials Feedback Form

Qualification: **CACHE Level 2 Supporting Teaching and Learning in Schools Qualifications Group (QCF)**

Name: **Are you**: a Tutor / a Learner

Centre name: **Centre no.**:

Contact details: * **Tel.**:

Email:

Please rate the following statements on a scale of 1-3: **1** Disagree **2** Tend to agree **3** Agree	**1**	**2**	**3**
1. This document is presented in a clear and accessible way and I can easily find the information I need.			
2. This document contains all the information I need to teach or study this qualification.			
3. The language used throughout this document is clear, unambiguous and appropriate for both tutors and learners.			
4. **Tutors only**. This document has had a positive effect on the way I deliver this qualification.			

Please use the space below to provide more detailed comments or additional feedback	
*** Please indicate if you would like us to contact you about your feedback**	Yes / No

Please email your completed feedback form to: **gcfsupportmaterials@cache.org.uk**

Alternatively, you may post or fax your form to:
CACHE QCF Support Materials,
CACHE, Apex House,
81 Camp Road, St. Albans, Herts. AL1 5GB
Fax: **01727 818613**

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Section 6: 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 7: 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.