

# CACHE Qualification Specification & Learner Achievement Log

CACHE Level 3 Supporting Teaching and  
Learning in Schools Qualifications Suite (QCF)

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**Qualification reference numbers:**

CACHE Level 3 Award in Supporting Teaching and Learning in Schools (QCF)	500/9963/2
CACHE Level 3 Certificate in Cover Supervision of Pupils in Schools (QCF)	500/9968/1
CACHE Level 3 Certificate in Supporting Teaching and Learning in Schools (QCF)	500/9745/3
CACHE Level 3 Diploma in Specialist Support for Teaching and Learning in Schools (QCF)	501/0476/7

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## Contents

<b>Section 1: Introduction</b>	<b>5</b>
Learner information sheet	6
Introduction	7
The Qualifications and Credit Framework (QCF)	7
Learning time	8
Unique Learner Numbers (ULNs)	8
Making use of the CACHE website	9
<b>Section 2: About these qualifications</b>	<b>10</b>
Introduction to the qualifications	11
Rules of combination and progression	12
CACHE Level 3 Award in Supporting Teaching and Learning in Schools	13
CACHE Level 3 Certificate in Supporting Teaching and Learning in Schools	16
CACHE Level 3 Certificate in Cover Supervision of Pupils in School	19
CACHE Level 3 Diploma in Specialist Support for Teaching and Learning in Schools	22
Unit Achievement Log	28
Qualification assessment	35
Expectations for QCF assessment at Level 3	36
Assessment guidance for CACHE QCF units	37
How to approach assessment	40
CACHE recording documents	41
Completing the Record of Assessment Cycle	41
Completing the Evidence Record	42
Completing the Unit Assessment Record	43
Record of Assessment Cycle	44
Evidence Record	46
Unit Assessment Record	48
<b>Section 3: Units</b>	<b>49</b>
Unit layout	50
Unit title: Communication and professional relationships with children, young people and adults	51

Unit title: Schools as organisations	55
Unit title: Support learning activities	61
Unit title: Promote children and young people's positive behaviour	68
Unit title: Develop professional relationships with children, young people and adults	74
Unit title: Promote equality, diversity and inclusion in work with children and young people	80
Unit title: Support assessment for learning	85
Unit title: Supervise whole class learning activities	91
Unit title: Understand child and young person development	96
Unit title: Understand how to safeguard the well being of children and young people	102
Unit title: Support children and young people's health and safety	111
Unit title: Engage in personal development in health, social care or children's and young people's settings	115
Unit title: Team Working	119
<b>Section 4: Appendices</b>	<b>123</b>
Appendix A: Explanation of verbs used in the assessment criteria at Level 3	124
Appendix B: Glossary	127
Appendix C: Recording document templates	133
Record of Assessment Cycle	135
Evidence Record	137
Appendix D: Summary of recommended assessment methods	139
Appendix E: Guidance on the use of e-portfolios for QCF	140
Appendix F: Understanding the Qualifications and Credit Framework (QCF)	141
Appendix G: Assessment strategies and principles	144
<b>Section 5: Feedback</b>	<b>148</b>

## **Section 1: Introduction**

## Learner information sheet

This sheet has been designed so you can record the important information you will need when completing the forms in this book. Your course advisor / tutor will supply you with this information at the start of the course. If you already have a Unique Learner Number (ULN) you can record it below. For more information on ULN see page 8.

Your personal details
Name:
Address:
Telephone number:
Mobile telephone number:
Email:
PIN:
ULN:
Qualification title:
Date of registration:
Your Centre details
Site / Centre name:
Site / Centre address:
Site / Centre telephone number:
Site / Centre number:
Name of your course advisor / tutor:

## Introduction

CACHE Qualification Specifications are primarily aimed at staff within Centres responsible for assessment, quality assurance and course delivery.

This Qualification Specification provides important information about the CACHE Level 3 Supporting Teaching and Learning in Schools qualifications suite, including details of the units and assessments required to complete the qualification.

It also contains other important information about the Qualifications and Credit Framework (QCF), rules of combination, progression, assessment guidance and a glossary of terms.

## The Qualifications and Credit Framework (QCF)

This qualification is part of the Qualifications and Credit Framework (QCF). The QCF allows learners to build towards a qualification at their own pace and in small steps of learning.

The qualifications can be named Awards, Certificates or Diplomas dependent on their size, and are made up of a number of units which each have a stated unit aim.

Each unit is made up from learning outcomes and each learning outcome is linked to a number of assessment criteria. Each of the assessment criteria must be completed successfully for a learner to achieve the unit.

Learning outcomes can cover skills that learners can perform, or knowledge which they can learn or can sometimes cover a combination of the two.

Each unit has a level and a credit value. The level, from Entry through to Level 8, reflects the level of challenge or difficulty of the unit. The credit value gives a representation of how much time and effort it takes to complete a unit, with one credit representing approximately ten hours of learning.

<b>Unit title:</b> Communication and professional relationships with children, young people and adults			
<b>Unit number:</b> TDA 3.1		<b>Unit reference:</b> F/601/3327	
<b>Unit level:</b> 3		<b>Unit credit value:</b> 2	
<b>Unit aim:</b> This unit provides the knowledge and understanding which underpins effective communication and professional relationships with children, young people and adults.			
<b>Learner name:</b>		<b>CACHE Centre no:</b>	
<b>CACHE PIN:</b>		<b>Unique learner number (ULN):</b>	

<b>Learning outcomes</b> <small>The learner will:</small>	<b>Assessment criteria</b> <small>The learner can:</small>	<b>Evidence record</b> <small>e.g. page number &amp; method</small>	<b>Assessor judgement achieved</b> <small>Initial and date</small>
1. Understand the principles of developing positive relationships with children, young people and adults	1.1. Explain why effective communication is important in developing positive relationships with children, young people and adults		
	1.2. Explain the principles of relationship building with children, young people and adults		

All of the units which learners achieve through this qualification can be 'banked'. This means if they want to take another qualification at a later date which has the same units included, they don't have to re-study those units.

## Learning time

To achieve the qualification learners will need to spend some time in personal study as well as the time spent with their course advisor, tutor or Assessor. This is known as 'learning time'.

Learning time consists of all the time needed to achieve each unit and can include:

- meetings or study with the course advisor, tutor or Assessor
- personal study such as private reading and completing assessments
- time being assessed to undertake practical work or work experience.

## Unique Learner Numbers (ULNs)

Centres must be able to register and issue learners with a Unique Learner Number (ULN) if they do not have one. This is an individual number available to anyone over the age of 14 years involved in UK education which will transfer with them when they move on to other programmes of study. Learners do not need a ULN to take a CACHE qualification but without one, Centres may not be able to access public funding on their behalf.



It is expected that in the future learners will be able to use their ULN to access an on-line Personal Learning Record (PLR) which will show all their credit and qualification achievements in the QCF. With each learner's permission, Centres will also be able to access their Personal Learning Record to view their previous achievements. This will help Centres to ensure that opportunities for credit transfer and exemption are maximised for each learner by recognising their previous relevant achievements against the qualification they are currently pursuing.

## Making use of the CACHE website

The CACHE website is maintained on a regular basis and this is where the most up to date documents can always be found. CACHE strongly advises that the CACHE website is used as a resource on an on-going basis for learners and Centres to ensure that the information being worked with remains current. Any amendments to Qualification Specifications and Learner Achievement Logs will be placed on the website and notification of these changes will be highlighted to Centres as part of CACHE's regular electronic newsletter communications.

[www.cache.org.uk](http://www.cache.org.uk)

This Qualification Specification contains all the information needed for the mandatory elements of this qualification. All information relating to optional units is available on the website and Centres will need to download the units relevant to the chosen areas of study of their learners.

There are also some other key documents available on the website that relate to all CACHE qualifications that can be referred to when required. For example:

- Customer Charter
- Complaints Procedure
- Reporting and Investigating Malpractice Cases
- Avoiding Plagiarism
- Appeals Process
- Equality and Diversity Statement.

In addition, the CACHE website includes regular news updates and case studies and contains links to other websites of relevance.

CACHE documents are version controlled so any paper-based document, whether it is a CACHE printed publication or something previously downloaded from the website, can be easily checked for subsequent updates or revisions.

## **Section 2: About these qualifications**

## Introduction to the qualifications

CACHE is offering the following four Level 3 Supporting Teaching and Learning in Schools (STL) 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 Certificate in Cover Supervision of Pupils in Schools
- CACHE Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

which will be replacing the following National Qualifications Framework (NQF) qualifications:

- CACHE Level 3 Award, Certificate and Diploma in Support Work in Schools
- CACHE Level 3 Certificate in Supporting Teaching and Learning in Schools
- CACHE Level 3 NVQ in Supporting Teaching and Learning in Schools.

The CACHE Level 3 Certificate in Cover Supervision of Pupils in Schools is a new qualification that has been developed by The Training Development Agency (TDA) for those working in the role of cover supervisor in the school environment. While this qualification includes some units that are also in the Level 3 STL Certificate, it omits those that are about actively advancing pupils' learning and includes a unit on providing cover to reflect the differences between the cover supervisor and teaching assistant roles.

All of the qualifications have been designed to allow progression into the school workforce.

## Rules of combination and progression

### **CACHE Level 3 Award in Supporting Teaching and Learning in Schools**

The learner must achieve 4 mandatory Level 3 units, totalling 12 credits. There are no exemptions, barred combinations or equivalent units.

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

### **CACHE Level 3 Certificate in Supporting Teaching and Learning in Schools**

The learner must achieve 11 mandatory Level 3 units, totalling 32 credits. There are no exemptions, barred combinations or equivalent units.

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

### **CACHE Level 3 Certificate in Cover Supervision of Pupils in Schools**

The learner must achieve 11 mandatory Level 3 units, totalling 30 credits. There are no exemptions, barred combinations or equivalent units.

This qualification provides the learner with the opportunity to progress to the Level 3 Diploma in Specialist Support for Teaching and Learning in Schools and into the school workforce.

### **CACHE Level 3 Diploma in Specialist Support for Teaching and Learning in Schools**

The learner must achieve 11 mandatory units, totalling 32 credits, plus 12 credits from a group of 38 optional units, to achieve the Diploma. Of the 44 credits required to achieve the Diploma, 40 of them must be at or above the level of the qualification (Level 3). There are required combinations, a barred combination and an exemption (see full qualification details for further information).

This qualification allows progression to Higher Level Teaching Assistant (HLTA) status, to relevant Foundation Degrees and Degrees, and into the workforce.

## CACHE Level 3 Award in Supporting Teaching and Learning in Schools

This qualification will provide learners with an understanding of the knowledge and skills needed when working directly with children or young people in school environments.

The units cover child and young person development and safeguarding their welfare.

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.

It is suitable for learners not yet in a school role but who have the capability to achieve at Level 3 or learners in a Level 2 role wishing to demonstrate that they are ready for progression to Level 3. It is also suitable as initial training for those newly in post.

The Award shares four mandatory units with the Level 3 Certificate in Supporting Teaching and Learning in Schools. This enables credits and learning to be transferred from this qualification to the Level 3 Certificate, providing a direct progression route.

### Mandatory Units

TDA3.1 Communication & Relationships		
F/601/3327		
Level 3	Credit 2	GLH 10

+

TDA3.2 Schools as organisations		
A/601/3326		
Level 3	Credit 3	GLH 15

+

CYPCore3.1 Understand CYP develop...		
L/601/1693		
Level 3	Credit 4	GLH 30

+

CYPCore3.3 Understand how to safeguard		
Y/601/1695		
Level 3	Credit 3	GLH 25

**The learner must achieve  
all 4 mandatory units,  
totaling 12 credits.**

Total Mandatory Units 4  
Total Credit 12  
Total GLH 80

<b>Qualification title</b>	<b>Level 3 Award in Supporting Teaching and Learning in Schools</b>
<b>Credit value</b>	12
<b>Credits to be achieved at the level of the qualification or above</b>	12
<b>Credits from mandatory units</b>	12
<b>Credits from optional units</b>	0
<b>Credits from other units</b>	0
<b>Credits from equivalent units</b>	No equivalent units
<b>Exemptions</b>	No exemptions
<b>Time limits on the process of credit accumulation or exemptions</b>	None

	Unit No.	Unit Title	Level	Unit Ref.	GLH	Credit Value
<b>Mandatory Group</b>	TDA 3.1	Communication and professional relationships with children, young people and adults	3	F/601/3327	10	2
	TDA 3.2	Schools as organisations	3	A/601/3326	15	3
	CYP Core 3.1	Understand child and young person development	3	L/601/1693	30	4
	CYP Core 3.3	Understand how to safeguard the well being of children and young people	3	Y/601/1695	25	3
	<b>Total credits required from Mandatory Group</b>					<b>12</b>
<b>Total</b>	<b>Total (minimum) credits required for qualification</b>					<b>12</b>

# CACHE Level 3 Certificate in Supporting Teaching and Learning in Schools

This qualification will provide learners with a secure understanding of the knowledge and skills needed when working directly with children or young people in school environments.

The units cover child and young person development, safeguarding their welfare, the importance of equality, diversity, and inclusion, and supporting positive behaviour.

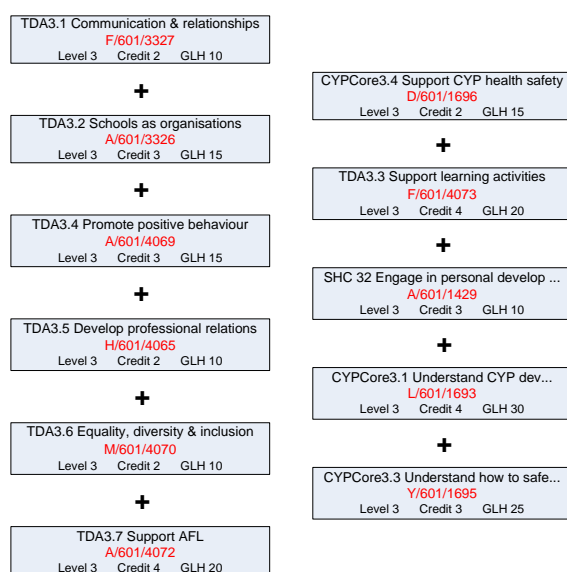
They also cover:

- 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
- team working
- preparing for and supervising learning activities and supporting learners to complete work set by the teacher
- personal development and reflective practice.

It is suitable for teaching assistants, learning support assistants or those in similar role at Level 3.

The Certificate shares nine mandatory units with the Level 3 Diploma in Specialist Support for Teaching and Learning in Schools. This enables credits and learning to be transferred from this qualification to the Level 3 Diploma, providing a direct progression route.

## Mandatory Units



The learner must achieve  
all 11 mandatory units,  
totaling 32 credits.

Total Mandatory Units 11  
Total Credit 32  
Total GLH 180



<b>Qualification title</b>	<b>Level 3 Certificate in Supporting Teaching and Learning in Schools</b>
<b>Credit value</b>	32
<b>Credits to be achieved at the level of the qualification or above</b>	32
<b>Credits from mandatory units</b>	32
<b>Credits from optional units</b>	0
<b>Credits from other units</b>	0
<b>Credits from equivalent units</b>	No equivalent units
<b>Exemptions</b>	No exemptions
<b>Time limits on the process of credit accumulation or exemptions</b>	None

	Unit No.	Unit Title	Level	Unit Ref.	GLH	Credit Value
Mandatory Group	TDA 3.1	Communication and professional relationships with children, young people and adults	3	F/601/3327	10	2
	TDA 3.2	Schools as organisations	3	A/601/3326	15	3
	TDA 3.3	Support learning activities	3	F/601/4073	20	4
	TDA 3.4	Promote children and young people's positive behaviour	3	A/601/4069	15	3
	TDA 3.5	Develop professional relationships with children, young people and adults	3	H/601/4065	10	2
	TDA 3.6	Promote equality, diversity and inclusion in work with children and young people	3	M/601/4070	10	2
	TDA 3.7	Support assessment for learning	3	A/601/4072	20	4
	SHC 32	Engage in personal development in health, social care or children's and young people's settings	3	A/601/1429	10	3
	CYP Core 3.4	Support children and young people's health and safety	3	D/601/1696	15	2
	CYP Core 3.1	Understand child and young person development	3	L/601/1693	30	4
	CYP Core 3.3	Understand how to safeguard the well being of children and young people	3	Y/601/1695	25	3
	Total credits required from Mandatory Group					32
Total	Total (minimum) credits required for qualification					32

## CACHE Level 3 Certificate in Cover Supervision of Pupils in School

This qualification will develop the knowledge and skills needed when working as a cover supervisor in the school environment.

The units cover communication and professional relationships with children, young people and adults, safeguarding the welfare of children and young people, the importance of equality, diversity and inclusion, and supporting positive behaviour.

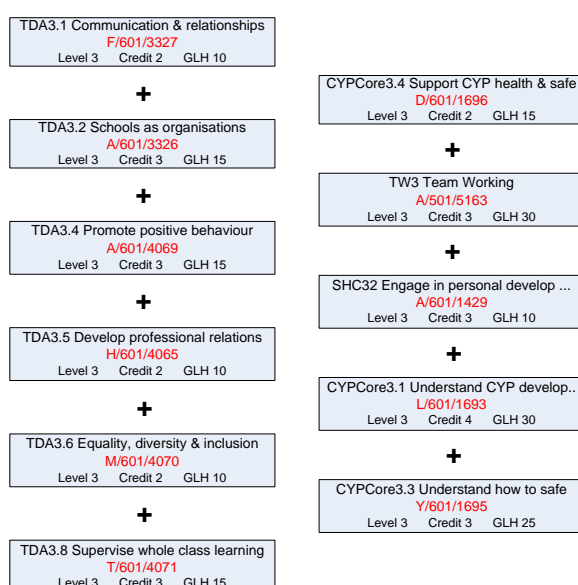
They also cover:

- supervising learning activities in the absence of a teacher and supporting learners to complete work set by the teacher
- schools as organisations, including types of schools, policies and procedures and the wider environment in which they operate.

It has been developed to meet the needs of those who supervise pupils carrying out pre-prepared exercises when teaching staff are on short term absence.

While this qualification includes some units that are also in the Level 3 Certificate in Supporting Teaching and Learning in Schools, it omits those that are about actively advancing pupils' learning and includes a unit on providing cover. This reflects the differences between the cover supervisor and teaching assistant roles. Learners moving from one role to the other will be able to demonstrate competence in the new role by completing the additional units.

### Mandatory Units



Total Mandatory Units 11  
Total Credit 30  
Total GLH 185

<b>Qualification title</b>	<b>Level 3 Certificate in Cover Supervision of Pupils in Schools</b>
<b>Credit value</b>	30
<b>Credits to be achieved at the level of the qualification or above</b>	30
<b>Credits from mandatory units</b>	30
<b>Credits from optional units</b>	0
<b>Credits from other units</b>	0
<b>Credits from equivalent units</b>	No equivalent units
<b>Exemptions</b>	No exemptions
<b>Time limits on the process of credit accumulation or exemptions</b>	None

	Unit No.	Unit Title	Level	Unit Ref.	GLH	Credit Value
Mandatory Group	TDA 3.1	Communication and professional relationships with children, young people and adults	3	F/601/3327	10	2
	TDA 3.2	Schools as organisations	3	A/601/3326	15	3
	TDA 3.4	Promote children and young people's positive behaviour	3	A/601/4069	15	3
	TDA 3.5	Develop professional relationships with children, young people and adults	3	H/601/4065	10	2
	TDA 3.6	Promote equality, diversity and inclusion in work with children and young people	3	M/601/4070	10	2
	TDA 3.8	Supervise whole class learning activities	3	T/601/4071	15	3
	SHC 32	Engage in personal development in health, social care or children's and young people's settings	3	A/601/1429	10	3
	CYP Core 3.4	Support children and young people's health and safety	3	D/601/1696	15	2
	TW3	Team working	3	A/501/5163	30	3
	CYP Core 3.1	Understand child and young person development	3	L/601/1693	30	4
	CYP Core 3.3	Understand how to safeguard the well being of children and young people	3	Y/601/1695	25	3
	Total credits required from Mandatory Group					30
Total	Total (minimum) credits required for qualification					30

## CACHE Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

This qualification will provide learners with a secure understanding of the knowledge and skills needed when working directly with children or young people in school environments.

The units cover child and young person development, safeguarding their welfare, the importance of equality, diversity, and inclusion, and supporting positive behaviour.

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
- planning, delivering, and reviewing assessment strategies to promote and support learning alongside the teacher
- personal development and reflective practice

plus a wide range of specialist optional units.

It is suitable for teaching assistants, learning support assistants, cover supervisors, parent support advisors or those in similar roles at level 3 in the school environment.

### CACHE Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

Mandatory Units	Optional Units		
TDA3.1 Communication & prof relati F/601/3327 Level 3 Credit 2 GLH 10	TDA3.10 Plan and deliver activities D/601/7711 Level 3 Credit 4 GLH 21	TDA3.9 Invigilate tests & exams Y/601/7416 Level 3 Credit 3 GLH 19	TDA3.27 Curriculum resources D/601/8342 Level 3 Credit 3 GLH 14
TDA3.2 Schools as organisations A/601/3326 Level 3 Credit 3 GLH 15	TDA3.11 Support literacy dev M/601/7714 Level 3 Credit 3 GLH 18	HSC2015 Personal care needs F/601/8060 Level 2 Credit 2 GLH 16	TDA3.28 Organise Travel for CYP H/601/8357 Level 3 Credit 2 GLH 12
TDA3.3 Supporting learn activities F/601/4073 Level 3 Credit 4 GLH 20	TDA3.12 Support numeracy dev ... A/601/7716 Level 3 Credit 3 GLH 18	TDA3.24 CYP during transitions D/601/8325 Level 3 Credit 4 GLH 18	TDA3.29 Supervise CYP journeys H/601/8360 Level 3 Credit 3 GLH 15
TDA3.4 Promote CYP positive beh... A/601/4069 Level 3 Credit 3 GLH 15	TDA3.13 Support teaching & learn... J/601/7718 Level 3 Credit 3 GLH 12	CYP0P10 Dev interview skills L/601/1337 Level 3 Credit 3 GLH 21	LLUK/PSA Work in partnership with... R/601/8368 Level 3 Credit 6 GLH 31
TDA3.5 Dev professional relations H/601/4065 Level 3 Credit 2 GLH 10	TDA3.14 Support 14-19 curriculum F/601/7720 Level 3 Credit 3 GLH 15	CYP0P44 Facilitate learn & dev T/601/1381 Level 3 Credit 4 GLH 30	TDA3.30 Work with other practition... R/601/8368 Level 3 Credit 3 GLH 15
TDA3.6 Promote equality, diversity M/601/4070 Level 3 Credit 2 GLH 10	EYMP5 Support children's speech T/600/9789 Level 3 Credit 4 GLH 30	CYP0P43 Improve attendance M/601/1377 Level 3 Credit 5 GLH 40	D5 Plan, allocate & monitor work Y/600/9669 Level 3 Credit 5 GLH 25
TDA3.7 Support AFL A/601/4072 Level 3 Credit 4 GLH 20	TDA3.15 Literacy & numeracy L/601/7722 Level 3 Credit 3 GLH 16	SCMP2 Promote wellbeing F/600/9780 Level 3 Credit 4 GLH 30	B6 Provide leadership T/600/9601 Level 4 Credit 5 GLH 30
SHC 32 Engage in personal dev... A/601/1429 Level 3 Credit 3 GLH 10	TDA3.16 Gifted and talented learn... R/601/7723 Level 3 Credit 4 GLH 21	CYP0P9 Provide info & advice A/601/1334 Level 3 Credit 3 GLH 22	B5 Set objectives & provide for team M/600/9600 Level 3 Credit 5 GLH 35
CYPCore3.4 Support CYP health... D/601/1696 Level 3 Credit 2 GLH 15	TDA3.17 Support bilingual learners Y/601/7724 Level 3 Credit 4 GLH 23	LDSSMP1 CYP education potential D/600/9785 Level 4 Credit 4 GLH 30	D7 Support L&D within own area M/600/9676 Level 4 Credit 5 GLH 25
CYPCore3.1 Understand CYP dev L/601/1693 Level 3 Credit 4 GLH 30	TDA3.18 Provide bilingual support D/601/7725 Level 3 Credit 6 GLH 32	TDA3.21 Cognition and learning M/601/8121 Level 3 Credit 4 GLH 21	TW3 Team working A/501/5163 Level 3 Credit 3 GLH 30
CYPCore3.3 Safeguard wellbeing ... Y/601/1695 Level 3 Credit 3 GLH 25	TDA3.19 Support disabled CYP H/601/7726 Level 3 Credit 5 GLH 24	TDA3.22 Comm/interaction needs K/601/8134 Level 3 Credit 4 GLH 21	CYP0P26 Support YP sex health F/502/5242 Level 3 Credit 2 GLH 10
	TDA3.20 Support CYP with behav... Y/601/7707 Level 3 Credit 4 GLH 25	TDA3.23 Sensory/Physical needs M/601/8135 Level 3 Credit 4 GLH 21	CYP0P8 Support YP taking action. M/601/1329 Level 3 Credit 3 GLH 25
	TDA2.20 Assist admin of medication A/601/9420 Level 2 Credit 4 GLH 25	TDA3.25 Lead extra curricular act... A/601/8333 Level 3 Credit 3 GLH 16	CYP0P25 Support YP excluded R/502/5231 Level 3 Credit 2 GLH 10
		TDA3.26 Maintain learner records Y/601/8338 Level 3 Credit 3 GLH 12	LDSSMP2 CYP positive changes M/600/9788 Level 3 Credit 4 GLH 27
Total Mandatory Units=11 Total Credit=32 Total GLH=180		Total Option Units=41 Total Credit Required=12 Total GLH Required=52 Required Units=2-4	

Total Qual Credit=44.  
Credits to be achieved at level of qual or above=40.  
Credits from Mandatory units=32.  
Credits from optional units=12.  
Total GLH 232-286

Required combinations:  
If 3.18, must take 3.17;  
If 3.20, must take 3.19;  
If 3.21, must take 3.19;  
If 3.22, must take 3.19;  
If 3.23, must take 3.19;  
If HSC2015, must take 3.19.

Barred combinations:  
If B6, must not take B5.

Exemptions:  
Exempted QCF Unit 3.9, exemption is A/104/0197 "Invigilate tests and examinations".

<b>Qualification title</b>	<b>Level 3 Diploma in specialist support for teaching and learning in schools</b>
<b>Credit value</b>	44
<b>Credits to be achieved at the level of the qualification or above</b>	40
<b>Credits from mandatory units</b>	32
<b>Credits from optional units</b>	12

<b>Required combinations from Option Group A</b>		<b>QCF Unit</b>	<b>Unit Reference</b>		<b>QCF Unit</b>	<b>Unit Reference</b>
	<b>Those taking</b>	Provide bilingual support for teaching and learning	Y/601/7416	<b>must also take</b>	Support bilingual learners	Y/601/7416
	<b>Those taking</b>	Support children and young people with behaviour, emotional and social development needs	Y/601/7707	<b>must also take</b>	Support disabled children and young people and those with special educational needs	H/601/7726
	<b>Those taking</b>	Support learners with cognition and learning needs	M/601/8121	<b>must also take</b>	Support disabled children and young people and those with special educational needs	H/601/7726
	<b>Those taking</b>	Support learners with communication and interaction needs	K/601/8134	<b>must also take</b>	Support disabled children and young people and those with special educational needs	H/601/7726
	<b>Those taking</b>	Support learners with sensory and/or physical needs	M/601/8135	<b>must also take</b>	Support disabled children and young people and those with special educational needs	H/601/7726
	<b>Those taking</b>	Support individuals to meet personal care needs	F/601/8060	<b>must also take</b>	Support disabled children and young people and those with special educational needs	H/601/7726

Barred combinations from Option Group A	QCF Unit	Unit Reference		QCF Unit	Unit Reference
	Provide leadership and direction for own area of responsibility	T/600/9601	may not be taken in combination with	Set objectives and provide support for team members	M/600/9600
Credits from other units		0			
Credits from equivalent units		No equivalent units			
Exemptions	Exempted QCF Unit	Exempted Unit Reference	Exemption	Exemption Unit Reference	
	Invigilate tests and examinations	Y/601/7416	<u>Invigilate tests and examinations</u>	A/104/0197	
Time limits on the process of credit accumulation or exemptions		None			



	Unit No.	Unit Title	Level	Unit Ref.	GLH	Credit Value
<b>Mandatory Group</b>	TDA 3.1	Communication and professional relationships with children, young people and adults	3	F/601/3327	10	2
	TDA 3.2	Schools as organisations	3	A/601/3326	15	3
	TDA 3.3	Support learning activities	3	F/601/4073	20	4
	TDA 3.4	Promote children and young people's positive behaviour	3	A/601/4069	15	3
	TDA 3.5	Develop professional relationships with children, young people and adults	3	H/601/4065	10	2
	TDA 3.6	Promote equality, diversity and inclusion in work with children and young people	3	M/601/4070	10	2
	TDA 3.7	Support assessment for learning	3	A/601/4072	20	4
	SHC 32	Engage in personal development in health, social care or children's and young people's settings	3	A/601/1429	10	3
	CYP Core 3.4	Support children and young people's health and safety	3	D/601/1696	15	2
	CYP Core 3.1	Understand child and young person development	3	L/601/1693	30	4
	CYP Core 3.3	Understand how to safeguard the well being of children and young people	3	Y/601/1695	25	3
	<b>Total credits required from Mandatory Group</b>					<b>32</b>

	Unit No.	Unit Title	Level	Unit Ref.	GLH	Credit Value
<b>Option Group A</b>	<b>OA - Supporting learning</b>					
	TDA 3.10	Plan and deliver learning activities under the direction of a teacher	3	D/601/7711	21	4
	TDA 3.11	Support literacy development	3	M/601/7714	18	3
	TDA 3.12	Support numeracy development	3	A/601/7716	18	3
	TDA 3.13	Support teaching and learning in a curriculum area	3	J/601/7718	12	3
	TDA 3.14	Support delivery of the 14 – 19 curriculum	3	F/601/7720	15	3
	TDA 3.15	Provide literacy and numeracy support	3	L/601/7722	16	3
	TDA 3.16	Support gifted and talented learners	3	R/601/7723	21	4
	EYMP 5	Support children's speech, language and communication	3	T/600/9789	30	4

<b>Option Group B</b>	<b>OB - English as an additional language</b>					
	TDA 3.17	Support bilingual learners	3	Y/601/7724	23	4
	TDA 3.18	Provide bilingual support for teaching and learning	3	D/601/7725	32	6

<b>Option Group C</b>	<b>OC - Special educational needs</b>					
	TDA 3.19	Support disabled children and young people and those with special educational needs	3	H/601/7726	24	5
	TDA 3.20	Support children and young people with behaviour, emotional and social development needs	3	Y/601/7707	25	4
	TDA 3.21	Support learners with cognition and learning needs	3	M/601/8121	21	4
	TDA 3.22	Support learners with communication and interaction needs	3	K/601/8134	21	4
	TDA 3.23	Support learners with sensory and/or physical needs	3	M/601/8135	21	4
	HSC 2015	Support individuals to meet personal care needs	2	F/601/8060	16	2

<b>Option Group D</b>	<b>OD - Providing pastoral support</b>					
	TDA 3.24	Support children and young people during transitions in their lives	3	D/601/8325	18	4
	CYPOP 10	Develop interviewing skills for work with children and young people	3	L/601/1337	21	3
	CYPOP 44	Facilitate the learning and development of children and young people through mentoring	3	T/601/1381	30	4
	CYPOP 43	Improving the attendance of children and young people in statutory education	3	M/601/1377	40	5
	SCMP 2	Promote the well being and resilience of children and young people	3	F/600/9780	30	4
	CYPOP 9	Provide information and advice to young people	3	A/601/1334	22	3
	LDSSM P1	Support children and young people to achieve their education potential	3	D/600/9785	30	4
	LDSSM P2	Support children and young people to make positive changes in their lives	3	M/600/9788	27	4
	YP010-03	Support young people in relation to sexual health and risk of pregnancy	3	F/502/5242	10	2
	CYPOP 8	Support young people to develop, implement and review a plan of action	3	M/601/1329	25	3
	YP007-03	Support young people who are socially excluded or excluded from school	3	R/502/5231	10	2

<b>Option Group E</b>	<b>OE - Supporting the wider work of the school</b>					
	TDA 2.20	Assist in the administration of medication	2	A/601/9420	25	4
	TDA 3.9	Invigilate tests and examinations	3	Y/601/7416	19	3
	TDA 3.25	Lead an extra-curricular activity	3	A/601/8333	16	3
	TDA 3.26	Maintain learner records	3	Y/601/8338	12	3
	TDA 3.27	Monitor and maintain curriculum resources	3	D/601/8342	14	3
	TDA 3.28	Organise travel for children and young people	3	H/601/8357	12	2
	TDA 3.29	Supervise children and young people on journeys, visits and activities outside of the setting	3	H/601/8360	15	3
		Work with parents to engage them in their child's learning	3		31	6
<b>Option Group F</b>	<b>OF - Working with colleagues</b>					
	TDA 3.30	Work with other practitioners to support children and young people	3	R/601/8368	15	3
	D5	Plan, allocate and monitor work of a team	3	Y/600/9669	25	5
	B6	Provide leadership and direction for own area of responsibility	4	T/600/9601	30	5
	B5	Set objectives and provide support for team members	3	M/600/9600	35	5
	D7	Support learning and development within own area of responsibility	4	M/600/9676	25	5
	TW3	Team working	3	A/501/5163	30	3
	<b>Total (minimum) credits required from Optional Units</b>					<b>12</b>
<b>Total</b>	<b>Total (minimum) credits required for qualification</b>					<b>44</b>

## Unit Achievement Log

### Mandatory units

The following units must be completed for achievement of the qualification:

Unit Ref.	Unit No.	Unit Title	Page Number	L3 Award Supporting Teaching & Learning in Schools (STLS)	L3 Cert Supporting Teaching & Learning in Schools (STLS)	L3 Cert Cover Supervision (CS)	L3 Dip Specialist Support for Teaching and Learning in Schools (SSTLS)	Date achieved	Notes
F/601/3327	TDA 3.1	Communication and professional relationships with children, young people and adults	51	✓	✓	✓	✓		
A/601/3326	TDA 3.2	Schools as organisations	55	✓	✓	✓	✓		
F/601/4073	TDA 3.3	Support learning activities	61		✓		✓		
A/601/4069	TDA 3.4	Promote children and young people's positive behaviour	68		✓	✓	✓		
H/601/4065	TDA 3.5	Develop professional relationships with children, young people and adults	74		✓	✓	✓		
M/601/4070	TDA 3.6	Promote equality, diversity and inclusion in work with children and young people	80		✓	✓	✓		
A/601/4072	TDA 3.7	Support assessment for learning	85		✓		✓		

Unit Ref.	Unit No.	Unit Title	Page Number	L3 Award Supporting Teaching & Learning in Schools (STLS)	L3 Cert Supporting Teaching & Learning in Schools (STLS)	L3 Cert Cover Supervision (CS)	L3 Dip Specialist Support for Teaching and Learning in Schools (SSTLS)	Date achieved	Notes
T/601/4071	TDA 3.8	Supervise whole class learning activities	91			✓			
L/601/1693	CYP Core 3.1	Understand child and young person development	96	✓	✓	✓	✓		
Y/601/1695	CYP Core 3.3	Understand how to safeguard the well being of children and young people	102	✓	✓	✓	✓		
D/601/1696	CYP Core 3.4	Support children and young people's health and safety	111		✓	✓	✓		
A/601/1429	SHC 32	Engage in personal development in health, social care or children's and young people's settings	115		✓	✓	✓		
A/501/5163	TW 3	Team working	119			✓			

## Optional units

For full details on Optional Units, please refer to the separate Optional Units document on the CACHE website [www.cache.org.uk](http://www.cache.org.uk).

Unit Ref.	Unit No.	Unit Title	L3 Award Supporting Teaching & Learning in Schools (STLS)	L3 Cert Supporting Teaching & Learning in Schools (STLS)	L3 Cert Cover Supervision (CS)	L3 Dip Specialist Support for Teaching and Learning in Schools (SSTLS)	Date achieved	Notes
Y/601/7416	TDA 3.9	Invigilate tests and examinations				✓		
D/601/7711	TDA 3.10	Plan and deliver learning activities under the direction of a teacher				✓		
M/601/7714	TDA 3.11	Support literacy development				✓		
A/601/7716	TDA 3.12	Support numeracy development				✓		
J/601/7718	TDA 3.13	Support teaching and learning in a curriculum area				✓		
F/601/7720	TDA 3.14	Support delivery of the 14 – 19 curriculum				✓		
T/600/9789	EYMP 5	Support children's speech, language and communication				✓		

Unit Ref.	Unit No.	Unit Title	L3 Award Supporting Teaching & Learning in Schools (STLS)	L3 Cert Supporting Teaching & Learning in Schools (STLS)	L3 Cert Cover Supervision (CS)	L3 Dip Specialist Support for Teaching and Learning in Schools (SSTLS)	Date achieved	Notes
L/601/7722	TDA 3.15	Provide literacy and numeracy support				✓		
R/601/7723	TDA 3.16	Support gifted and talented learners				✓		
Y/601/7724	TDA 3.17	Support bilingual learners				✓		
D/601/7725	TDA 3.18	Provide bilingual support for teaching and learning				✓		
H/601/7726	TDA 3.19	Support disabled children and young people and those with special educational needs				✓		
Y/601/7707	TDA 3.20	Support children and young people with behaviour, emotional and social development needs				✓		
M/601/8121	TDA 3.21	Support learners with cognition and learning needs				✓		
K/601/8134	TDA 3.22	Support learners with communication and interaction needs				✓		
M/601/8135	TDA 3.23	Support learners with sensory and/or physical needs				✓		

Unit Ref.	Unit No.	Unit Title	L3 Award Supporting Teaching & Learning in Schools (STLS)	L3 Cert Supporting Teaching & Learning in Schools (STLS)	L3 Cert Cover Supervision (CS)	L3 Dip Specialist Support for Teaching and Learning in Schools (SSTLS)	Date achieved	Notes
A/601/9420	TDA 2.20	Assist in the administration of medication				✓		
F/601/8060	HSC 2015	Support individuals to meet personal care needs				✓		
D/601/8325	TDA 3.24	Support children and young people during transitions in their lives				✓		
L/601/1337	CYPOP 10	Develop interviewing skills for work with children and young people				✓		
T/601/1381	CYPOP 44	Facilitate the learning and development of children and young people through mentoring				✓		
M/601/1377	CYPOP 43	Improving the attendance of children and young people in statutory education				✓		
F/600/9780	SCMP 2	Promote the well being and resilience of children and young people				✓		
A/601/1334	CYPOP 9	Provide information and advice to children and young people				✓		
M/601/1329	CYPOP 8	Support young people to develop, implement and review a plan of action				✓		



Unit Ref.	Unit No.	Unit Title	L3 Award Supporting Teaching & Learning in Schools (STLS)	L3 Cert Supporting Teaching & Learning in Schools (STLS)	L3 Cert Cover Supervision (CS)	L3 Dip Specialist Support for Teaching and Learning in Schools (SSTLS)	Date achieved	Notes
D/600/9785	LDSSMP 1	Support children and young people to achieve their education potential				✓		
M/600/9788	LDSSMP 2	Support children and young people to make positive changes in their lives				✓		
F/502/5242	CYPOP 26	Support young people in relation to sexual health and risk of pregnancy				✓		
R/502/5231	CYPOP 25	Support young people who are socially excluded or excluded from school				✓		
A/601/8333	TDA 3.25	Lead an extra-curricular activity				✓		
Y/601/8338	TDA 3.26	Maintain learner records				✓		
D/601/8342	TDA 3.27	Monitor and maintain curriculum resources				✓		
H/601/8357	TDA 3.28	Organise travel for children and young people				✓		
H/601/8360	TDA 3.29	Supervise children and young people on journeys, visits and activities outside of the setting				✓		

Unit Ref.	Unit No.	Unit Title	L3 Award Supporting Teaching & Learning in Schools (STLS)	L3 Cert Supporting Teaching & Learning in Schools (STLS)	L3 Cert Cover Supervision (CS)	L3 Dip Specialist Support for Teaching and Learning in Schools (SSTLS)	Date achieved	Notes
J/501/1407		Work with parents to engage them in their children's early learning				✓		
R/601/8368	TDA 3.30	Work with other practitioners to support children and young people				✓		
Y/600/9669	D5	Plan, allocate and monitor work of a team				✓		
T/600/9601	B6	Provide leadership and direction for own area of responsibility				✓		
M/600/9600	B5	Set objectives and provide support for team members				✓		
M/600/9676	D7	Support learning and development within own area of responsibility				✓		
A/501/5163	TW3	Team working				✓		

## Qualification assessment

This section covers:

- Expectations for QCF assessment at Level 3
- Assessment guidance for CACHE QCF units
- How to approach assessment.

## Expectations for QCF assessment at Level 3

In each learning outcome for each unit the learner must demonstrate the following:

Knowledge and understanding	<ul style="list-style-type: none"><li>• Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine</li><li>• Interpret and evaluate relevant information and ideas</li><li>• Be aware of the nature of the area of study or work</li><li>• Have awareness of different perspectives or approaches within the area of study or work</li></ul>
Application and action	<ul style="list-style-type: none"><li>• Address problems that, while well defined, may be complex and non-routine</li><li>• Identify, select and use appropriate skills, methods and procedures</li><li>• Use appropriate investigation to inform actions</li><li>• Review how effective methods and actions have been</li></ul>
Autonomy and accountability	<ul style="list-style-type: none"><li>• Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervising or guiding others</li><li>• Exercise autonomy and judgement within limited parameters</li></ul>
Summary Level 3	Achievement at Level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.

These qualifications may contain units at different levels, depending on the Optional Units chosen. For expectations for QCF assessment at levels other than Level 3, please refer to the “**CACHE ‘How to’ ... A Guide to Assessing CACHE QCF Qualifications**” document on the CACHE website: [www.cache.org.uk](http://www.cache.org.uk).

## Assessment guidance for CACHE QCF units

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

### **Recommended range of assessment methods**

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

#### **For competence / skills and knowledge learning outcomes**

- Direct observation of learner (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

#### **For knowledge only learning outcomes**

- Task set by CACHE (which covers the knowledge assessment criteria)
- Written and pictorial information
- Scenario or case study
- Oral questioning

If a Centre is proposing to use an assessment method that is not included within the recommended list they should contact their Centre Advisor with full details of the proposed assessment method. The method needs formal approval from the CACHE Chief Examiner before it can be used.

A key to the CACHE recommended assessment methods is included in Appendix D. For further details about all assessment methods please refer to the **How to.....A Guide to Assessing CACHE QCF Qualifications** which can be found on the CACHE website [www.cache.org.uk](http://www.cache.org.uk).

2. The method of recording evidence will vary dependent on a particular learner's identified assessment needs. For example, audio recording could be used for direct observations, reflective accounts or professional discussion instead of paper based methods where appropriate.
3. Evidence must be shown that every assessment criterion has been met. However, one piece of evidence can be used to cover more than one assessment criterion and this holistic approach should be actively encouraged.
4. CACHE has produced three recording documents to support Centres in recording information related to individual learner assessment. These will give a clear audit trail of a learner's progress in achieving a QCF learning outcome, unit or qualification:
  - **Record of Assessment Cycle** – to plan learner activities and record Assessor feedback
  - **Evidence Record** – to record evidence of assessment activities
  - **Unit Assessment Record** – to record learner achievement of assessment criteria and confirm completion of units

The **Record of Assessment Cycle** and **Evidence Record** are provided as templates in this Qualification Specification for reproducing or photocopying by the Assessor as required. The content of these recording documents is mandatory but Centres may use a Centre devised version which complies with the content of the CACHE recording documents.

The **Unit Assessment Record** is provided by CACHE for each unit and these are included in all Learner Achievement Logs for mandatory units. Those for optional units are located in the Optional Unit documents which are available on the CACHE website [www.cache.org.uk](http://www.cache.org.uk). Completion of the Unit Assessment Record is compulsory for all learners in order to confirm completion of a unit and claim certification. This document may be replicated in an electronic format for e-portfolios. Learners should be encouraged to maintain an appropriately referenced work folder of evidence in paper based or electronic format including appropriate signposting where required.

Guidance on the use of these recording documents is included in this Qualification Specification in the section entitled CACHE Recording Documents.

5. Centres are required to internally assure the quality of assessment at their Centre. The **CACHE Centre Information Pack** which is available on the CACHE website [www.cache.org.uk](http://www.cache.org.uk) contains current guidance on Centre requirements for internal quality assurance. It also includes other more general information such as Centre and CACHE responsibilities, CACHE processes for registering learners and claiming certification, Centre monitoring visits, recognition of prior learning and evidence retention guidance.
6. CACHE ensures the integrity of its qualifications through its **Quality Standards Monitoring (QSM)** process which is undertaken by Centre Advisors. The focus of this risk-based activity is on monitoring and evaluating the internal quality assurance arrangements and practices. However, there may be occasions when learner evidence and any associated assessment judgements may need to be viewed by CACHE for quality

assurance purposes. The CACHE preferred method is for evidence to be viewed electronically, either computer generated or scanned. It is therefore recommended that learners produce evidence using A4 format where possible so they are easily transmittable. If you have any questions relating to this, please contact your CACHE Centre Advisor. Further information on CACHE's Quality Standards Monitoring process is available in the CACHE Centre Information Pack available on the CACHE website [www.cache.org.uk](http://www.cache.org.uk).

## How to approach assessment

The following eight stages form a simple approach to assessing QCF units and qualifications.

<b>Stage 1</b>	Initial assessment of the learner to identify their assessment needs.
<b>Stage 2</b>	Plan assessments with learner using the <b>Record of Assessment Cycle</b> document or appropriate Centre devised alternative. Centres are encouraged to plan holistically across the qualification. Identify relevant methods of assessment to support the learner to achieve.
<b>Stage 3</b>	Implement plan to assess the learner using recommended assessment methods and record the assessment on the <b>Evidence Record</b> document or appropriate Centre devised alternative.
<b>Stage 4</b>	<p>Arrange a time and date to feed back to the learner. Feedback should lead into the next assessment forming a continuous cycle until the qualification is achieved. Feedback should be recorded on the <b>Record of Assessment Cycle</b> document or appropriate Centre devise alternative.</p> <p><b>Best practice for written and verbal feedback to learner</b> Feedback needs to explain to the learner the assessment judgement made by the Assessor on evidence presented by the learner. Where the learner has not achieved the assessment criteria the feedback can identify further actions to support the learner's achievement of the unit or lead into the next assessment plan.</p>
<b>Stage 5</b>	Learner or Assessor to record page number (or other suitable reference) on the <b>Unit Assessment Record</b> to show where the evidence for each assessment criterion is located in the learner's work folder. The assessment method should also be recorded using the key provided in Appendix D.
<b>Stage 6</b>	Assessor to record assessment judgements on the <b>Unit Assessment Record</b> by inserting an initial and the date only when each assessment criterion has been competently achieved.
<b>Stage 7</b>	When a unit is complete, the learner needs to sign and date the declaration of authenticity identified on the <b>Unit Assessment Record</b> unless an e-portfolio version is being used and the learner has a personalised and secure login.
<b>Stage 8</b>	The final feedback will need to confirm that the learner has achieved every assessment criteria in the unit before the Assessor signs and dates the confirmation of completion box identified on the <b>Unit Assessment Record</b> unless an e-portfolio version is being used and the Assessor has a personalised and secure login.



## CACHE recording documents

Examples of the three recording documents that CACHE has developed are included on the following pages and templates for use are included in the Qualification Specifications and Learner Achievement Logs as appropriate. Guidance on completion of the recording documents is included in the tables below.

### Completing the Record of Assessment Cycle

This will be completed by Assessors to give a clear audit trail of the planning and assessment cycle. This will include planning and feedback on the assessment process carried out throughout the assessment of the units through to qualification. It needs to contain evidence of the planning of assessment and feedback on each assessment method. The content of this document is mandatory but Centres may use a Centre devised alternative which complies with the content of the CACHE recording document.

Area 1	General information to identify the learner and Assessor. The Unique Learner Number (ULN) should be included if known.
Area 2	The Assessor to record detailed information for the learner about planning for assessments. This could be, for example, identifying evidence that could be provided by the learner to support knowledge learning outcomes or activities that could be undertaken by the learner in preparation for direct observations to meet skills / competence learning outcomes. It is up to Centres and learners how they use this recording document or their Centre devised alternative. Assessors can plan with their learner several different activities at any one time and these can either all be included on one recording document or across several recording documents, depending on the Centre and learner preference.
Area 3	The planned activities should be linked by the Assessor to the range of units or assessment criteria that could be covered by them. There is no necessity to identify down to assessment criteria level if not identifiable in advance or not appropriate for the specific planned activity, but units should always be identified.
Area 4	The Assessor should agree a date for the planned activities to be completed, or part completed, by the learner and both learner and the Assessor should initial and date their agreement to the planned activities and timescales.
Area 5	Feedback should be written by the Assessor on learner progress towards the planned activities on the recording document. This could be on just one occasion for the planned activities. Alternatively, the Assessor and learner may choose to review the planned activities on more than one occasion and there is space on the reverse of the recording document for additional planning and feedback if required.
Area 6	To be initialled and dated by both the learner and the Assessor at the end of each feedback or review session.
Area 7	To be initialled and dated by both the learner and the Assessor when the planned activities have been completed.

## Completing the Evidence Record

The Evidence Record needs to include a clear description of the evidence being presented to enable the Assessor to make appropriate assessment judgements. This document can be used to record a range of assessment methods. For direct observations and professional discussions, the Evidence Record needs to be completed by the Assessor. However, the learner can complete the Evidence Records for other evidence such as reflective accounts or learner plans and records, and the document can also be completed by Expert Witnesses to record their statements. The content of this document is mandatory but Centres may use a Centre devised alternative which complies with the content of the CACHE recording document.

Area 1	General information to identify the learner and Assessor. The Unique Learner Number (ULN) should be included if known.
Area 2	The Assessor should indicate which assessment method has been used either against the list provided on the document or by adding the appropriate assessment method from the recommended list for the qualification. This should be recorded using the key provided in Appendix D.
Area 3	This section should provide a clear description of the learner's practice to enable the Assessor to make their assessment judgements. It can be completed by the Assessor, the learner or the Expert Witness dependent on the nature of the evidence.
Area 4	The evidence should be linked by the Assessor to the range of units or assessment criteria that it covers.
Area 5	To be signed and dated by both the Assessor and the learner to show that they have both accepted the record.
Area 6	This section should be completed by the Internal Quality Assurer if they are assuring the assessment judgements of the Assessor for this piece of evidence as part of their sampling activities.

## Completing the Unit Assessment Record

This is a mandatory document that needs to be completed and authorised for each unit for each learner in order to confirm completion and claim certification. If this document is replicated in an electronic format for e-portfolios, signatures are not required providing the learner and Assessor have personalised and secure logins which form a clear audit trail in line with the guidance in Appendix E. The Unit Assessment Records in the Learner Achievement Logs will be pre-populated by CACHE with all the unit information relevant to that unit.

Area 1	General information to identify the learner, Assessor and Centre. The Unique Learner Number (ULN) should be included if known.
Area 2	In the 'Evidence record' column, the learner or Assessor to record both the assessment method and the page number (or other suitable reference) to show where the evidence for each assessment criterion is located in the learner's work folder.
Area 3	In the 'Assessor judgement achieved' column, the Assessor must initial and date to confirm that they have seen evidence that <b>every</b> assessment criterion has been achieved.
Area 4	The learner must sign and date the 'learner declaration of authenticity' box to confirm that all the evidence presented for the unit is entirely their own work unless an e-portfolio version is being used and the learner has a personalised and secure login.
Area 5	When all the assessment criteria have been completed and signed as achieved, the Assessor must sign and date the 'Assessor sign off of completed unit' box to confirm completion of the whole unit unless an e-portfolio version is being used and the Assessor has a personalised and secure login.

## Record of Assessment Cycle

Purpose: an ongoing record of planning and feedback between Assessor and learner

Learner Name			
CACHE PIN		Unique Learner Number	
Assessor Name			

Planned Activities:				Unit	Assessment Criteria
Due Date		Assessor Initial & Date		Learner Initial & Date	

Feedback:					
Date		Assessor Initial & Date		Learner Initial & Date	

Planned Activities:				Unit	Assessment Criteria
Due Date		Assessor Initial & Date		Learner Initial & Date	

Feedback:					
Date		Assessor Initial & Date		Learner Initial & Date	

Completion Date		Assessor Initial & Date		Learner Initial & Date	
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## Evidence Record

Purpose: to record learner evidence against a range of assessment methods

Learner Name			
CACHE PIN	Area 2	ULN	
Assessor Name			

Assessment Method	
Direct Observation	
Professional Discussion	
Reflection on own practice	
Expert witness evidence	

Learner's Plans / Records	
Recognition of Prior Learning	
Other (please state)	

Recording of Evidence	Unit	Assessment Criteria
<div>Area 3</div> <div>Area 4</div>		

Recording of Evidence	Unit	Assessment Criteria
<div style="position: relative; height: 400px;"> <div style="position: absolute; top: 10px; left: 300px; border: 1px solid red; border-radius: 10px; padding: 2px 5px; color: red; font-weight: bold;">Area 3</div> <div style="position: absolute; bottom: 10px; left: 300px; border: 1px solid red; border-radius: 10px; padding: 2px 5px; color: red; font-weight: bold;">Area 5</div> </div>		

Learner signature		Date	
Assessor signature		Date	

Internal Quality Assurance (as appropriate)

Name			
Signature		Date	

## Unit Assessment Record

**Unit title:**

**Unit number:**

**Unit level:**

**Unit aim:**

**Unit reference:**

**Unit credit value:**

All unit information  
will be pre-populated  
by CACHE

Area 1

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>Unique learner number (ULN):</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1.	1.1.		
	1.2.		
2	2.1.		
	2.2.		

All unit information  
will be pre-populated  
by CACHE

Area 2

Area 3

### **Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Area 4

### **Assessor sign off of completed unit:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

Area 5

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



## **Section 3: Units**

## 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. TDA, CACHE etc.).
Unit reference	The unique reference number given to each unit at accreditation 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.

## Unit title: Communication and professional relationships with children, young people and adults

**Unit number:** TDA 3.1

**Unit reference:** F/601/3327

**Unit level:** 3

**Unit credit value:** 2

**Unit aim:** This unit provides the knowledge and understanding which underpins effective communication and professional relationships with children, young people and adults.

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>Unique learner number (ULN):</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the principles of developing positive relationships with children, young people and adults.	1.1. Explain why effective communication is important in developing positive relationships with children, young people and adults.		
	1.2. Explain the principles of relationship building with children, young people and adults.		
	1.3. Explain how different social, professional and cultural contexts may affect relationships and the way people communicate.		
2. Understand how to communicate with children, young people and adults.	2.1. Explain the skills needed to communicate with children and young people.		

	2.2. Explain how to adapt communication with children and young people for: <ul style="list-style-type: none"> <li>the age of the child or young person</li> <li>the context of the communication</li> <li>communication differences.</li> </ul>		
	2.3. Explain the main differences between communicating with adults and communicating with children and young people.		
	2.4. Explain how to adapt communication to meet different communication needs of adults.		
	2.5. Explain how to manage disagreements with children, young people and adults.		
3. Understand legislation, policies and procedures for confidentiality and sharing information, including data protection.	3.1. Summarise the main points of legislation and procedures covering confidentiality, data protection and the disclosure of information.		
	3.2. Explain the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this.		
	3.3. Justify the kinds of situation 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 3.1**

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	<p>STL20 Develop and promote positive relationships (CCLD 301)</p> <p>Introductory training materials:</p> <ul style="list-style-type: none"> <li>Promoting positive behaviour</li> </ul>
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	<p>Unit needs to be assessed in line with the Teacher Development Agency (TDA) QCF Assessment Principles.</p> <p><b>Communication differences</b> between individuals which may create barriers to effective communication between them e.g.:</p> <ul style="list-style-type: none"> <li>language</li> <li>sensory impairment</li> <li>speech, language or communication impairment</li> <li>cognitive abilities</li> <li>emotional state</li> <li>cultural differences.</li> </ul>
Unit guided learning hours	10

## **Assessment task – TDA 3.1 Communication and professional relationships with children, young people and adults**

**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.

You are working in a support role in an educational environment and need to raise your awareness of effective communication and professional relationships with children, young people and adults. You have been asked to produce a study pack for three areas; principles, skills, and regulations, which demonstrates that you can:

### **Area 1 Principles**

- explain why effective communication is important in developing positive relationships with children, young people and adults
- explain the principles of relationship building with children, young people and adults
- explain how different social, professional and cultural contexts may affect relationships and the way people communicate.

### **Area 2 Skills**

- explain the skills needed to communicate with children and young people
- explain how to adapt communication with children and young people for:
  - the age of the child or young person
  - the context of the communication
  - **communication differences**
- explain the main differences between communicating with adults and communicating with children and young people
- explain how to adapt communication to meet different communication needs of adults
- explain how to manage disagreements with children, young people and adults.

### **Area 3 Regulations**

- summarise the main points of legislation and procedures covering confidentiality, data protection and the disclosure of information
- explain the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this
- justify the kinds of situation when confidentiality protocols must be breached.

## Unit title: Schools as organisations

**Unit number:** TDA 3.2

**Unit reference:** A/601/3326

**Unit level:** 3

**Unit credit value:** 3

**Unit aim:** This unit aims to prepare the learner for working in a school. It covers knowledge and understanding of the structure of education, how schools are organised, school ethos, mission, aims and values, legislative and policy frameworks and the wider context in which schools operate.

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>Unique learner number (ULN):</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Know the structure of education from early years to post-compulsory education.	1.1. Summarise entitlement and provision for early years education.		
	1.2. Explain the characteristics of the different types of schools in relation to educational stage(s) and school governance.		
	1.3. Explain the post-16 options for young people and adults.		
2. Understand how schools are organised in terms of roles and responsibilities.	2.1. Explain the strategic purpose of: <ul style="list-style-type: none"> <li>• school governors</li> <li>• senior management team</li> <li>• other statutory roles e.g. SENCO</li> <li>• teachers</li> <li>• support staff roles.</li> </ul>		

	2.2. Explain the roles of external professionals who may work with a school e.g. educational psychologist.		
3. Understand school ethos, mission, aims and values.	3.1. Explain how the ethos, mission, aims and values of a school may be reflected in working practices.		
	3.2. Evaluate methods of communicating a school's ethos, mission, aims and values.		
4. Know about the legislation affecting schools.	4.1. Summarise the laws and codes of practice affecting work in schools.		
	4.2. Explain how legislation affects how schools work.		
	<p>4.3. Explain the roles of regulatory bodies relevant to the education sector which exist to monitor and enforce the legislative framework, including:</p> <ul style="list-style-type: none"> <li>• general bodies such as the Health and Safety Executive</li> <li>• school specific regulatory bodies.</li> </ul>		
5. Understand the purpose of school policies and procedures.	5.1. Explain why schools have policies and procedures.		
	<p>5.2. Summarise the policies and procedures schools may have relating to:</p> <ul style="list-style-type: none"> <li>• staff</li> <li>• pupil welfare</li> <li>• teaching and learning</li> <li>• equality, diversity and inclusion</li> <li>• parental engagement.</li> </ul>		



	5.3. Evaluate how school policies and procedures may be developed and communicated.		
6. Understand the wider context in which schools operate.	6.1. Summarise the roles and responsibilities of national and local government for education policy and practice.		
	6.2. Explain the role of schools in national policies relating to children, young people and families.		
	6.3. Explain the roles of other organisations working with children and young people and how these may impact on the work of schools.		

**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 3.2**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	<p>SWiS 3.2 Support the ethos, policies and working practices of the school</p> <p>Introductory training materials:</p> <ul style="list-style-type: none"> <li>• Role and context</li> </ul>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	Unit needs to be assessed in line with the Teacher Development Agency (TDA) QCF Assessment Principles.
<b>Unit guided learning hours</b>	15

## Assessment task – TDA 3.2 Schools as organisations

Knowing how schools work as organisations would support your work in education. Develop a reference folder that will include information that shows you can:

**Task 1** links to learning outcomes 1, 2, 3, 4, 5 and 6, assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1 and 6.3.

- summarise entitlement and provision for early years education
- explain the characteristics of the different types of schools in relation to educational stage(s) and school governance
- explain the post-16 options for young people and adults.

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

- explain the strategic purpose of:
  - school governors
  - senior management team
  - other statutory roles eg. SENCO
  - teachers
  - support staff roles
- explain the roles of external professionals who may work with a school e.g. educational psychologist
- explain how the ethos, mission, aims and values of a school may be reflected in working practices
- evaluate methods of communicating a school's ethos, mission, aims and values
- summarise the laws and codes of practice affecting work in schools
- explain how legislation affects how schools work
- explain the roles of regulatory bodies relevant to the education sector which exist to monitor and enforce the legislative framework, including:
  - general bodies such as the Health and Safety Executive
  - school specific regulatory bodies
- explain why schools have policies and procedures
- summarise the policies and procedures schools may have relating to:
  - staff
  - pupil welfare
  - teaching and learning
  - equality, diversity and inclusion
  - parental engagement
- evaluate how school policies and procedures may be developed and communicated

- summarise the roles and responsibilities of national and local government for education policy and practice
- explain the role of schools in national policies relating to children, young people and families
- explain the roles of other organisations working with children and young people, and how these may impact on the work of schools.

## Unit title: Support learning activities

**Unit number:** TDA 3.3

**Unit reference:** F/601/4073

**Unit level:** 3

**Unit credit value:** 4

**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.

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>Unique learner number (ULN):</b>

**Learning outcomes 1, 2, 3, 4, 5 and 6 must be assessed in real work environments by a vocationally competent Assessor.**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Be able to contribute to planning learning activities.	1.1. Explain how a learning support practitioner may contribute to the planning, delivery and review of learning activities.		
	1.2. Evaluate 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 knowledge of the learners and curriculum to contribute to the teacher's planning.		
	1.4. Offer constructive suggestions for own role in supporting planned learning activities.		
	1.5. Identify and obtain the <b>information required</b> to support learning activities.		

2. Be able to prepare for learning activities.	2.1. Select and prepare the <b>resources</b> required for the planned learning activities.		
	2.2. Develop and adapt resources 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. Select and demonstrate <b>learning support strategies</b> to meet the needs of learners.		
	3.2. Explain how <b>social organisation and relationships</b> may affect the learning process.		
	3.3. Give attention to learners in a way that balances the needs of individuals and the group as a whole.		
	3.4. Demonstrate ways of encouraging learners to take responsibility for their own learning.		
	3.5. Demonstrate ways of supporting learners to develop: <ul style="list-style-type: none"> <li>• literacy skills</li> <li>• numeracy skills</li> <li>• ICT skills</li> <li>• problem solving skills.</li> </ul>		
	3.6. Explain the sorts of <b>problems</b> that might occur when supporting learning activities and how to deal with these.		
4. Be able to observe and report on learner participation and progress.	4.1. Apply skills and techniques for monitoring learners' response 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 contribute to the evaluation of learning activities.	5.1. Explain the importance of evaluating learning activities		
	<p>5.2. Use the outcomes of observations and assessments to:</p> <ul style="list-style-type: none"> <li>• provide feedback to learners on progress made</li> <li>• provide the teacher with constructive feedback on the learning activities</li> <li>• provide the teacher with feedback on learners' participation and progress</li> <li>• reflect on and improve own practice in supporting learning activities.</li> </ul>		
6. Be able to evaluate own practice in relation to supporting literacy, numeracy and ICT.	6.1. Evaluate how own knowledge, understanding and skills in literacy, numeracy and ICT impact on practice.		
	6.2. Develop a plan for improving 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 3.3**

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	<p>STL18 Support pupils' learning activities STL8 Use information and communication technology to support pupils' learning STL29 Observe and promote pupil performance and development</p> <p>Introductory materials for teaching assistants:</p> <ul style="list-style-type: none"> <li>• role and context</li> <li>• literacy</li> <li>• mathematics</li> <li>• information and communication technology.</li> </ul>
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	<p>Unit needs to be assessed in line with the Teacher Development Agency (TDA) QCF Assessment Principles.</p> <p>Learning outcomes 1, 2, 3, 4, 5 and 6 must be assessed in real work environments by a vocationally competent Assessor.</p> <p><b>Information required</b> to support learning activities includes:</p> <ul style="list-style-type: none"> <li>• relevant school curriculum and age-related expectations of learners</li> <li>• the teaching and learning objectives</li> <li>• the learning resources required</li> <li>• own role in supporting the learning activities</li> <li>• any additional needs of the children or young people involved.</li> </ul> <p><b>Resources</b> to support learning activities including:</p> <ul style="list-style-type: none"> <li>• materials</li> <li>• equipment (including ICT)</li> <li>• software</li> <li>• books and other written materials.</li> </ul> <p><b>Learning support strategies</b> to support the needs of learners, for example:</p> <ul style="list-style-type: none"> <li>• creating a positive learning environment</li> <li>• managing behaviour</li> <li>• encouraging group cohesion and collaborative learning</li> </ul>

	<ul style="list-style-type: none"> <li>• prompting shy or reticent learners to ask questions and check understanding</li> <li>• translating or explaining words and phrases</li> <li>• reminding learners of teaching points made by the teacher</li> <li>• modelling correct use of language and vocabulary</li> <li>• ensuring learners understand the learning tasks</li> <li>• helping learners to use resources relevant to the learning activity</li> <li>• providing individual attention, reassurance and help with learning tasks as appropriate to learners' needs</li> <li>• modifying or adapting activities.</li> </ul> <p><b>Social organisation and relationships</b>, for example:</p> <ul style="list-style-type: none"> <li>• learner grouping</li> <li>• group development</li> <li>• group dynamics</li> <li>• the way adults interact and respond to learners.</li> </ul> <p><b>Problems</b> relating to:</p> <ul style="list-style-type: none"> <li>• the learning activities</li> <li>• the learning resources</li> <li>• the learning environment</li> <li>• the learners</li> <li>• assessment.</li> </ul>
<b>Unit guided learning hours</b>	20

### **Assessment task – TDA 3.3 Support learning activities**

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

## Unit title: Promote children and young people's positive behaviour

**Unit number:** TDA 3.4

**Unit reference:** A/601/4069

**Unit level:** 3

**Unit credit value:** 3

**Unit aim:** This unit provides the knowledge, understanding and skills required to promote children and young people's positive behaviour. It requires demonstration of competence in promoting positive behaviour, managing inappropriate behaviour, dealing with challenging behaviour and contributing to reviews of behaviour and behaviour policies.

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>Unique learner number (ULN):</b>

**Learning outcomes 2, 3, 4 and 5 must be assessed in real work environments by a vocationally competent Assessor.**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand policies and procedures for promoting children and young people's positive behaviour.	1.1. Summarise the <b>policies and procedures</b> of the setting relevant to promoting children and young people's positive behaviour.		
	1.2. Evaluate how the policies and procedures of the setting support children and young people to: <ul style="list-style-type: none"><li>• feel safe</li><li>• make a positive contribution</li><li>• develop social and emotional skills</li><li>• understand expectations and limits.</li></ul>		

	1.3. Explain the benefits 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 promote positive behaviour.	2.1. Explain the benefits of actively promoting positive aspects of behaviour.		
	2.2. Demonstrate ways of establishing ground rules with children and young people which underpin appropriate behaviour and respect for others.		
	2.3. Demonstrate strategies for promoting positive behaviour according to the policies and procedures of the setting.		
	2.4. Demonstrate realistic, consistent and supportive responses to children and young people's behaviour.		
	2.5. Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting.		
3. Be able to manage inappropriate behaviour.	3.1. Demonstrate strategies for minimising disruption through <b>inappropriate behaviour</b> of children and young people.		
	3.2. Demonstrate strategies for managing inappropriate behaviour according to the policies and procedures of the setting.		
	3.3. Apply rules and boundaries consistently and fairly, according to the age, needs and abilities of children and young people.		

	3.4. Provide support for colleagues to deal with inappropriate behaviour of children and young people.		
	3.5. Explain the sorts of behaviour or discipline problems that should be referred to others and to whom these should be referred.		
4. Be able to respond to challenging behaviour.	4.1. Recognise patterns and triggers which may lead to inappropriate behavioural responses and take action to pre-empt, divert or diffuse potential flash points.		
	4.2. Use agreed strategies for dealing with <b>challenging behaviour</b> according to the policies and procedures of the setting.		
	4.3. Assess and manage risks to own and others' safety when dealing with challenging behaviour.		
	4.4. Support children, young people and colleagues to identify the situations and circumstances which trigger inappropriate behavioural responses and ways of avoiding these from happening.		
	4.5. Recognise and take immediate action to deal with any bullying, harassment or oppressive behaviour according to the policies and procedures of the setting.		
5. Be able to contribute to reviews of behaviour and behaviour policies.	5.1. Demonstrate ways of supporting children and young people to review their behaviour and the impact of this on others, themselves and their environment.		

	5.2. Demonstrate ways of supporting children and young people with behavioural difficulties to identify and agree behaviour targets.		
	5.3. Use own knowledge of promoting positive behaviour to contribute to reviews of behaviour policies, including bullying, attendance and the effectiveness of rewards and sanctions.		
	5.4. Provide clear and considered feedback on the effectiveness of behaviour management strategies to inform policy review 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 3.4**

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	<p>STL19 Promote positive behaviour STL37 Contribute to the prevention and management of challenging behaviour in children and young people (HSC326)</p> <p>Introductory training materials:</p> <ul style="list-style-type: none"> <li>Promoting positive behaviour</li> </ul>
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	<p>Unit needs to be assessed in line with the Teacher Development Agency (TDA) QCF Assessment Principles.</p> <p>Learning outcomes 2, 3, 4 and 5 must be assessed in relation to the real work environment.</p> <p><b>Policies and procedures</b> of the setting relevant to promoting positive behaviour e.g.:</p> <ul style="list-style-type: none"> <li>behaviour policy</li> <li>code of conduct</li> <li>rewards and sanctions</li> <li>dealing with conflict and inappropriate behaviour</li> <li>anti-bullying</li> <li>attendance.</li> </ul> <p><b>Inappropriate behaviour</b> 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.</p> <p><b>Challenging behaviour</b> may involve:</p> <ul style="list-style-type: none"> <li>verbal abuse (e.g. racist comments, threats, bullying others)</li> <li>physical abuse (such as assault of others, damaging property)</li> <li>behaviour which is destructive to the child/young person</li> <li>behaviour which is illegal.</li> </ul>
Unit guided learning hours	15



## Assessment task – TDA 3.4 Promote children and young people's positive behaviour

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

Produce information about promoting positive behaviour for parents, children and young people within the school setting. This could take the form of a document for the school welcome pack or presented as part of a display within the environment. The information must show that you can:

- summarise the **policies and procedures** of the setting relevant to promoting children and young people's positive behaviour
- evaluate how the policies and procedures of the setting support children and young people to:
  - feel safe
  - make a positive contribution
  - develop social and emotional skills
  - understand expectations and limits
- explain the benefits 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.

## Unit title: Develop professional relationships with children, young people and adults

**Unit number:** TDA 3.5

**Unit reference:** H/601/4065

**Unit level:** 3

**Unit credit value:** 2

**Unit aim:** This unit covers the competence required to develop professional relationships with children, young people and adults.

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>Unique learner number (ULN):</b>

Learning outcomes 1, 2, 3, 4 and 5 must be assessed in real work environments by a vocationally competent Assessor.			
<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Be able to develop professional relationships with children and young people.	1.1. Demonstrate how to establish rapport and respectful, trusting relationships with children and young people.		
	1.2. Demonstrate supportive and realistic responses to children and young people's questions, ideas, suggestions and concerns.		
	1.3. Demonstrate how to support children and young people in making choices for themselves.		
	1.4. Give attention to individual children and young people in a way that is fair to them and the group as a whole.		
2. Be able to communicate with children and young people.	2.1. Use different <b>forms of communication</b> to meet the needs of children and young people.		

	<p>2.2. Demonstrate how to adapt communication with children and young people for:</p> <ul style="list-style-type: none"> <li>the age and stage of development of the child or young person</li> <li>the context of the communication</li> <li><b>communication differences.</b></li> </ul>		
	<p>2.3. Demonstrate <b>strategies and techniques to promote understanding and trust in communication</b> with children and young people.</p>		
3. Be able to develop professional relationships with adults.	3.1. Demonstrate how to establish rapport and professional relationships with adults.		
	<p>3.2. Demonstrate how to adapt communication with adults for:</p> <ul style="list-style-type: none"> <li>cultural and social differences</li> <li>the context of the communication</li> <li>communication differences.</li> </ul>		
	3.3. Demonstrate strategies and techniques to promote understanding and trust in communication with adults.		
	3.4. Use skills and techniques to resolve misunderstandings and conflicts constructively.		
	3.5. Explain when and how to refer other adults to further sources of information, advice or support.		

4. Be able to support children and young people in developing relationships.	4.1. Demonstrate ways of helping children and young people to understand the value and importance of positive relationships with others.		
	4.2. Provide an effective role model in own relationships with children, young people and adults.		
	4.3. Use appropriate strategies for encouraging and supporting children and young people to understand and respect other people's: <ul style="list-style-type: none"> <li>• individuality, diversity and differences</li> <li>• feelings and points of view.</li> </ul>		
	4.4. Demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves.		
	4.5. Provide encouragement and support for other adults in the setting to have positive relationships with children and young people.		
5. Be able to comply with policies and procedures for confidentiality, sharing information and data protection.	5.1. Apply the setting's policies and procedures for: <ul style="list-style-type: none"> <li>• sharing information</li> <li>• confidentiality</li> <li>• data protection.</li> </ul>		
	5.2. Demonstrate how to report and record information formally and informally in the appropriate way for the audience concerned.		

**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 3.5**

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	<p>STL20 Develop and promote positive relationships (CCLD 301)</p> <p>Introductory training materials:</p> <ul style="list-style-type: none"> <li>Promoting positive behaviour</li> </ul>
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	<p>Unit needs to be assessed in line with the Teacher Development Agency (TDA) QCF Assessment Principles.</p> <p>Learning outcomes 1, 2, 3, 4, and 5 must be assessed in relation to the real work environment.</p> <p><b>Forms of communication e.g.:</b></p> <ul style="list-style-type: none"> <li>spoken language</li> <li>play</li> <li>body language</li> <li>sign language.</li> </ul> <p><b>Communication differences</b> between individuals which may create barriers to effective communication between them e.g.:</p> <ul style="list-style-type: none"> <li>language</li> <li>sensory impairment</li> <li>speech, language or communication impairment</li> </ul>

	<ul style="list-style-type: none"><li>• cognitive abilities</li><li>• emotional state</li><li>• cultural differences.</li></ul> <p><b>Strategies and techniques to promote understanding and trust in communication e.g.:</b></p> <ul style="list-style-type: none"><li>• active listening</li><li>• avoiding assumptions</li><li>• using questions to clarify and check understanding</li><li>• summarising and confirming key points.</li></ul>
<b>Unit guided learning hours</b>	10

**Assessment task – TDA 3.5 Develop professional relationships with children, young people and adults**

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

## Unit title: Promote equality, diversity and inclusion in work with children and young people

**Unit number:** TDA 3.6

**Unit reference:** M/601/4070

**Unit level:** 3

**Unit credit value:** 2

**Unit aim:** This unit provides the knowledge, understanding and skills needed to promote equality, diversity and inclusion in work with children and young people. It requires demonstration of competence in promoting equality and diversity and supporting inclusion.

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>Unique learner number (ULN):</b>

<b>Learning outcomes 1 and 3 must be assessed in real work environments by a vocationally competent Assessor.</b>			
<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Be able to promote 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. Explain the importance of promoting the rights of all children and young people to <b>participation</b> and <b>equality of access</b> .		
	1.3. Explain the importance and benefits of valuing and promoting cultural diversity in work with children and young people.		
	1.4. Interact with children and young people in a way that values diversity and respects cultural, religious and ethnic differences.		



	1.5. Demonstrate ways of applying the principles of equality, diversity and <b>anti-discriminatory practice</b> in own work with children and young people.		
2. Understand the impact of prejudice and discrimination on children and young people.	2.1. Explain ways in which children and young people can experience prejudice and discrimination.		
	2.2. Analyse the impact of prejudice and discrimination on children and young people.		
	2.3. Evaluate how own attitudes, values and behaviour could impact on work with children and young people.		
	2.4. Explain how to promote anti-discriminatory practice in work with children and young people.		
	2.5. Explain how to challenge discrimination.		
3. Be able to support inclusion and inclusive practices in work with children and young people.	3.1. Explain what is meant by <b>inclusion</b> and inclusive practices.		
	3.2. Identify barriers to children and young people's participation.		
	3.3. Demonstrate ways of supporting inclusion and inclusive practices in own work with children and young people.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: TDA 3.6**

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	<p>STL18 Support pupils' learning activities</p> <p>STL23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacher</p> <p>STL38 Support children with disabilities or special educational needs and their families (CCLD 321)</p> <p>STL35 Support bilingual/multilingual pupils</p> <p>STL36 Provide bilingual/multilingual support for teaching and learning</p> <p>Introductory training materials:</p> <ul style="list-style-type: none"> <li>Inclusion modules</li> </ul>
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	<p>Unit needs to be assessed in line with the Teacher Development Agency (TDA) QCF Assessment Principles.</p> <p>Learning outcomes 1 and 3 must be assessed in relation to the real work environment.</p> <p><b>Participation:</b> 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.</p> <p><b>Equality of access:</b> ensuring that discriminatory barriers to access are removed and allowing for children and young peoples' individual needs.</p> <p><b>Anti-discriminatory practice:</b> taking positive action to</p>

	<p>counter discrimination. This will involve identifying and challenging discrimination and being positive in own practice about differences and similarities between people.</p> <p><b>Inclusion:</b> a process of identifying, understanding and breaking down barriers to participation and belonging.</p>
<b>Unit guided learning hours</b>	10

## **Assessment task – TDA 3.6 Promote equality, diversity and inclusion in work with children and young people**

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

Equality, diversity and inclusion are integral to all work that is undertaken in the educational environment. You have a meeting scheduled with your mentor to enhance your understanding of this important area. Prior to this meeting you need to prepare the following:

- an explanation of ways in which children and young people can experience prejudice and discrimination
- an analysis of the impact of prejudice and discrimination on children and young people
- an evaluation of how your own attitudes, values and behaviour could impact on work with children and young people
- an explanation how to promote anti-discriminatory practice in work with children and young people
- an explanation of how to challenge discrimination.

## Unit title: Support assessment for learning

**Unit number:** TDA 3.7

**Unit reference:** A/601/4072

**Unit level:** 3

**Unit credit value:** 4

**Unit aim:** This unit provides the knowledge, understanding and skills to support assessment for learning. It requires demonstration of competence in using assessment strategies to promote learning, supporting learners to review their learning strategies and achievements, and working with the teacher to review assessment for learning processes and outcomes.

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>Unique learner number (ULN):</b>

Learning outcomes 2, 3 and 4 must be assessed in real work environments by a vocationally competent Assessor.			
<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the purpose and characteristics of assessment for learning.	1.1. Compare and contrast the roles of the teacher and the learning support practitioner in assessment of learners' achievements.		
	1.2. Summarise the difference between formative and summative assessment.		
	1.3. Explain the characteristics of <b>assessment for learning</b> .		
	1.4. Explain the importance and benefits of assessment for learning.		

	<p>1.5. Explain how assessment for learning can contribute to planning for future learning carried out by:</p> <ul style="list-style-type: none"> <li>• the teacher</li> <li>• the learners</li> <li>• the learning support practitioner.</li> </ul>		
2. Be able to use assessment strategies to promote learning.	2.1. Obtain the <b>information required</b> to support assessment for learning.		
	2.2. Use clear language and examples to discuss and clarify <b>personalised learning goals</b> and criteria for assessing progress with learners.		
	2.3. Use <b>assessment opportunities and strategies</b> to gain information and make judgements about how well learners are participating in activities and the progress they are making.		
	2.4. Provide constructive feedback to learners to help them understand what they have done well and what they need to develop.		
	2.5. Provide opportunities and encouragement for learners to improve upon their work.		
3. Be able to support learners in reviewing their learning strategies and achievements.	3.1. Use information gained from monitoring learner participation and progress to help learners to review their learning strategies, achievements and future learning needs.		
	3.2. Listen carefully to learners and positively encourage them to communicate their needs and ideas for future learning.		

	3.3. Support learners in using peer assessment and self-assessment to evaluate their learning achievements.		
	3.4. Support learners to: <ul style="list-style-type: none"> <li>• reflect on their learning</li> <li>• identify the progress they have made</li> <li>• identify their emerging learning needs</li> <li>• identify the strengths and weaknesses of their learning strategies and plan how to improve them.</li> </ul>		
4. Be able to contribute to reviewing assessment for learning.	4.1. Provide feedback to the teacher on: <ul style="list-style-type: none"> <li>• learner participation and progress in the learning activities</li> <li>• learners' engagement in and response to assessment for learning</li> <li>• learners' progress in taking responsibility for their own learning.</li> </ul>		
	4.2. Use the outcomes of assessment for learning to reflect on and improve own contribution to supporting learning.		

**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 3.7**

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	STL30 Contribute to assessment for learning
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	<p>Unit needs to be assessed in line with the Teacher Development Agency (TDA) QCF Assessment Principles.</p> <p>Learning outcomes 2, 3 and 4 must be assessed in relation to the real work environment.</p> <p><b>Assessment for learning</b> involves using assessment, as part of teaching and learning, in ways that will raise learners' achievement.</p> <p><b>Information required</b> to support assessment for learning:</p> <ul style="list-style-type: none"> <li>• the learning objectives for the activities</li> <li>• the personalised learning goals for individual learners</li> <li>• the success criteria for the learning activities</li> <li>• the assessment opportunities and strategies relevant to own role in the learning activities.</li> </ul> <p><b>Personalised learning goals</b> will reflect the learning objectives of activities and take account of the past achievements and current learning needs of individual learners.</p> <p><b>Assessment opportunities and strategies</b> are the</p>



	<p>occasions, approaches and techniques used for ongoing assessment during learning activities, such as:</p> <ul style="list-style-type: none"> <li>• using open-ended questions</li> <li>• observing learners</li> <li>• listening to how learners describe their work and their reasoning</li> <li>• checking learners' understanding</li> <li>• engaging learners in reviewing progress</li> <li>• encouraging learners to keep in mind their learning goals and to assess their own progress to meeting these as they proceed</li> <li>• encouraging learners to review and comment on their work before handing it in or discussing it with the teacher</li> <li>• praising learners when they focus their comments on their personalised learning goals for the task.</li> </ul>
<b>Unit guided learning hours</b>	20

## Assessment task – TDA 3.7 Support assessment for learning

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

Produce a briefing paper regarding assessment for learning for the next governing body meeting. The information must show that you can:

- compare and contrast the roles of the teacher and the learning support practitioner in assessment of learners' achievements
- summarise the difference between formative and summative assessment
- explain the characteristics of **assessment for learning**
- explain the importance and benefits of assessment for learning
- explain how assessment for learning can contribute to planning for future learning carried out by:
  - the teacher
  - the learners
  - the learning support practitioner.

NB: You may choose to present your information diagrammatically with written information or in a written form.

## Unit title: Supervise whole class learning activities

**Unit number:** TDA 3.8

**Unit reference:** T/601/4071

**Unit level:** 3

**Unit credit value:** 3

**Unit aim:** This unit provides the knowledge, understanding and skills to supervise learning activities in the absence of a teacher. It requires competence in preparing for and supervising learning activities, supporting learners to complete work set by the teacher and concluding the lesson in accordance with school policy and procedures.

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>Unique learner number (ULN):</b>

Learning outcomes 1, 2, 3 and 4 must be assessed in real work environments by a vocationally competent Assessor.			
<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Be able to prepare for supervising whole class learning activities.	1.1. Explain the school policy and procedures for cover supervision.		
	1.2. Identify and obtain: <ul style="list-style-type: none"> <li>the work set for the class concerned</li> <li>details of the <b>learning resources</b> required</li> <li>any <b>specific instructions</b>.</li> </ul>		
	1.3. Obtain and organise the resources required for the learning activities.		
	1.4. Confirm the learning environment meets relevant health, safety, security and access requirements.		

2. Be able to supervise whole class learning activities.	2.1. Give clear instructions to learners on the work to be completed.		
	2.2. Respond to questions from learners about process and procedures.		
	2.3. Use appropriate strategies for supervising completion of the work set.		
	2.4. Demonstrate ways of managing the behaviour of learners to ensure a constructive learning environment.		
	2.5. Demonstrate ways of encouraging learners to take responsibility for their own learning.		
	2.6. Explain the sorts of <b>problems</b> that might occur when supervising whole class learning activities and how to deal with these.		
3. Be able to support learners in completing work set for them.	3.1. Apply skills and techniques for monitoring learners' responses to learning activities.		
	3.2. Assess how well learners are participating in activities and the progress they are making in completing the work set for them.		
	3.3. Demonstrate ways of supporting learners to stay on task and complete the work set.		
	3.4. Introduce extension activities for learners who have completed assigned work before the end of the lesson.		

4. Be able to conclude whole class learning activities.	<p>4.1. Apply the school procedures for:</p> <ul style="list-style-type: none"> <li>• collecting any completed work after the lesson and returning it to the appropriate teacher</li> <li>• collecting in any learning resources</li> <li>• informing learners of any follow-up work or homework set for them</li> <li>• dismissing learners at the end of the lesson</li> <li>• reporting back as appropriate on the behaviour and participation of learners during the lesson, and any issues arising.</li> </ul>		
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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:

**Assessor sign off of completed unit: TDA 3.8**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	STL18 Support pupils' learning activities STL8 Use information and communication technology to support pupils' learning
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	<p>Unit needs to be assessed in line with the Teacher Development Agency (TDA) QCF Assessment Principles.</p> <p>Learning outcomes 1, 2, 3 and 4 must be assessed in relation to the real work environment.</p> <p><b>Learning resources</b> to support learning activities including:</p> <ul style="list-style-type: none"> <li>• materials</li> <li>• equipment (including ICT)</li> <li>• software</li> <li>• books and other written materials.</li> </ul> <p><b>Specific instructions</b> relating to for example:</p> <ul style="list-style-type: none"> <li>• learners with special educational needs</li> <li>• seating plan</li> <li>• behavioural issues</li> <li>• extension activities</li> <li>• homework.</li> </ul> <p><b>Problems</b> may relate to:</p> <ul style="list-style-type: none"> <li>• the learning activities</li> <li>• the learning resources</li> <li>• the learning environment</li> <li>• the learners.</li> </ul>
<b>Unit guided learning hours</b>	15

### **Assessment task – TDA 3.8 Supervise whole class learning activities**

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

## Unit title: Understand child and young person development

**Unit number:** CYP Core 3.1

**Unit reference:** L/601/1693

**Unit level:** 3

**Unit credit value:** 4

**Unit aim:** This unit provides knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. It also includes actions taken when differences in development are identified and the potential effects of transitions on children and young people's development.

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>Unique learner number (ULN):</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the expected pattern of development for children and young people from birth - 19 years.	1.1. Explain the sequence and rate of each <b>aspect of development</b> from birth – 19 years.		
	1.2. Explain the difference between sequence of development and rate of development and why the difference is important.		
2. Understand the factors that influence children and young people's development and how these affect practice.	2.1. Explain how children and young people's development is influenced by a range of <b>personal factors</b> .		
	2.2. Explain how children and young people's development is influenced by a range of <b>external factors</b> .		
	2.3. Explain how <b>theories of development and frameworks to support development</b> influence current practice.		



3. Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern	3.1. Explain how to monitor children and young people's development using different <b>methods</b> .		
	3.2. Explain the <b>reasons</b> why children and young people's development may not follow the expected pattern.		
	3.3. Explain how disability may affect development.		
	3.4. Explain how <b>different types of interventions</b> can promote positive outcomes for children and young people where development is not following the expected pattern.		
4. Understand the importance of early intervention to support the speech, language and communication needs of children and young people.	4.1. Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition.		
	4.2. Explain how multi-agency teams work together to support speech, language and communication.		
	4.3. Explain how play and activities are used to support the development of speech, language and communication.		
5. Understand the potential effects of transitions on children and young people's development.	5.1. Explain how <b>different types</b> of transitions can affect children and young people's development.		
	5.2. Evaluate the effect on children and young people of having positive relationships during periods of transition.		

**Learner declaration of authenticity:**

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed unit: CYP 3.1**

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	<p>CCLD 303 Promote children's development</p> <p>HSC36 Contribute to the assessment of children and young peoples' needs and the development of care plans</p> <p>CWDC Training, Support and Development Standards for Foster Care, Standard 5 Understand the development of children and young people</p>
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance – provided by the sector	<p>Unit needs to be assessed in line with the Skills for Care and Development QCF Assessment Principles</p> <p><b>Aspects of development</b> including:</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• communication</li> <li>• intellectual/cognitive</li> <li>• social, emotional and behavioural</li> <li>• moral</li> </ul> <p><b>Personal factors</b> including:</p> <ul style="list-style-type: none"> <li>• health status</li> <li>• disability</li> <li>• sensory impairment</li> <li>• learning difficulties</li> </ul> <p><b>External factors</b> including:</p> <ul style="list-style-type: none"> <li>• poverty and deprivation</li> </ul>

	<ul style="list-style-type: none"> <li>• family environment and background</li> <li>• personal choices</li> <li>• looked after/care status</li> <li>• education</li> </ul> <p><b>Theories of development and frameworks to support development</b> including:</p> <ul style="list-style-type: none"> <li>• cognitive (e.g. Piaget)</li> <li>• psychoanalytic (e.g. Freud)</li> <li>• humanist (e.g. Maslow)</li> <li>• social Learning (e.g. Bandura)</li> <li>• operant conditioning (e.g. Skinner)</li> <li>• behaviourist (e.g. Watson)</li> </ul>
<b>Unit guided learning hours</b>	30

## Assessment task – CYP 3.1 Understand child and young person development

The opportunity for children and young people to develop in a loving caring environment is vital to their development. It is important that professional practitioners know the expected aspects and rate of development to ensure that individuals in their care are given the best opportunity to thrive. The following tasks will help you to understand the support that each child or young person may need.

Produce a development folder for reference for use in your setting by yourself and colleagues, which contains the following:

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

- an explanation of the sequence and rate of each **aspect of development** from birth to 19 years. You may find a timeline useful as part of your explanation
- an explanation of the difference between:
  - the sequence of and rate of development
  - and why this difference is important

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

- an explanation of how children and young people's development is influenced by:
  - a range of **external factors**
  - a range of **personal factors**
- an explanation of how current practice is influenced by:
  - **theories of development**
  - **frameworks to support development**

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

- an explanation of how to monitor children and young people's development using different **methods**. You may find it helpful to use work products to illustrate your answer, e.g. child observations assessment frameworks
- an explanation of the **reasons** why children and young people's development may not follow the expected pattern. You may find it helpful to use work products to illustrate your answer
- an explanation of how disability may affect development
- an explanation of how **different types of interventions** can promote positive outcomes for children and young people where development is not following the expected pattern

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

- an analysis that shows the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition
- an explanation of how multi-agency teams work together to support speech, language and communication
- an explanation of how play and activities are used to support the development of speech, language and communication

**Task 5** links to learning outcome 5, assessment criteria 5.1 and 5.2.

- an explanation of how **different types of transitions** can affect children and young people's development
- an evaluation of the effect on children and young people of having positive relationships during periods of transition. You may find it helpful to use work products to support your evidence

NB: Please ensure that you refer to the unit additional guidance throughout the completion of these tasks.

### **Assessment of knowledge for unit 3.2 Promote child and young person development**

You may choose to add the knowledge requirements of unit 3.2 to your development folder. Your Assessor must record achievement of this assessment on the documentation for unit 3.2.

## Unit title: Understand how to safeguard the well being of children and young people

**Unit number:** CYP Core 3.3

**Unit reference:** Y/601/1695

**Unit level:** 3

**Unit credit value:** 3

**Unit aim:** This unit provides the knowledge and understanding required to support the safeguarding of children and young people. The unit contains material on e-safety.

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>Unique learner number (ULN):</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people.	1.1. Outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people.		
	1.2. Explain child protection within the wider concept of safeguarding children and young people.		
	1.3. Analyse how national and local guidelines, policies and procedures for safeguarding affect <b>day to day work</b> with children and young people.		
	1.4. Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice.		

	1.5. Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing.		
2. Understand the importance of working in partnership with other organisations to safeguard children and young people.	2.1. Explain the importance of safeguarding children and young people.		
	2.2. Explain the importance of a child or young person-centred approach.		
	2.3. Explain what is meant by partnership working in the context of safeguarding.		
	2.4. Describe the roles and responsibilities of the <b>different organisations</b> that may be involved when a child or young person has been abused or harmed.		
3. Understand the importance of ensuring children and young people's safety and protection in the work setting.	3.1. Explain why it is important to ensure children and young people are protected from harm within the work setting.		
	3.2. Explain <b>policies and procedures</b> that are in place to protect children and young people and adults who work with them.		
	3.3. Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected.		
	3.4. Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits.		

4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed.	4.1. Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding.		
	4.2. Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting.		
	4.3. Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged.		
5. Understand how to respond to evidence or concerns that a child or young person has been bullied.	5.1. Explain different types of <b>bullying</b> and the potential effects on children and young people.		
	5.2. Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place.		
	5.3. Explain how to support a child or young person and/or their family when bullying is suspected or alleged.		
6. Understand how to work with children and young people to support their safety and wellbeing	6.1. Explain how to support children and young people's self-confidence and self-esteem.		
	6.2. Analyse the importance of supporting resilience in children and young people.		
	6.3. Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety.		



	6.4. Explain ways of empowering children and young people to make positive and informed choices that support their well being and safety.		
7. Understand the importance of e-safety for children and young people.	7.1. Explain the risks and possible consequences for children and young people of being online and of using a mobile phone.		
	7.2. Describe ways of reducing risk to children and young people from: <ul style="list-style-type: none"> <li>• social networking</li> <li>• internet use</li> <li>• buying online</li> <li>• using a mobile phone.</li> </ul>		

**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: CYP 3.3**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	<p>CCLD 305 Protect and promote children's rights</p> <p>LDSS 1 Contribute to the protection of children and young people from abuse</p> <p>HSC34 Promote the well being and protection of children and young people</p> <p>CWDC Training, support and development standards for Foster care Standard 6 Safeguard children and young people</p> <p>UK Codes of Practice for Social Care Workers</p>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	<p>Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles.</p> <p><b>Day to day work e.g.</b></p> <ul style="list-style-type: none"> <li>• childcare practice</li> <li>• child protection</li> <li>• risk assessment</li> <li>• ensuring the voice of the child or young person is heard (e.g. providing advocacy services)</li> <li>• supporting children and young people and others who may be expressing concerns.</li> </ul> <p><b>Different organisations e.g.</b></p> <ul style="list-style-type: none"> <li>• social services</li> <li>• NSPCC</li> <li>• health visiting</li> <li>• GP</li> <li>• probation</li> <li>• police</li> <li>• school</li> <li>• psychology service.</li> </ul> <p><b>Policies and procedures e.g.</b></p> <ul style="list-style-type: none"> <li>• working in an open and transparent way</li> <li>• listening to children and young people</li> <li>• duty of care</li> <li>• whistleblowing</li> <li>• power and positions of trust</li> <li>• propriety and behaviour</li> <li>• physical contact</li> </ul>

	<ul style="list-style-type: none"> <li>• intimate personal care</li> <li>• off site visits</li> <li>• photography and video</li> <li>• sharing concerns and recording/ reporting incidents.</li> </ul> <p><b>Bullying</b> e.g.</p> <ul style="list-style-type: none"> <li>• physical (pushing, kicking, hitting, pinching and other forms of violence or threats)</li> <li>• verbal (name-calling, insults, sarcasm, spreading rumours, persistent teasing)</li> <li>• emotional (Excluding, tormenting, ridicule, humiliation)</li> <li>• cyberbullying (the use of Information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else)</li> <li>• specific types of bullying which can relate to all the above such as homophobic or gender based, racist, relating to special educational needs and disabilities.</li> </ul>
<b>Unit guided learning hours</b>	25

## Assessment task – CYP 3.3 Understand how to safeguard the wellbeing of children and young people

'Please keep me safe.' This simple but profoundly important hope is the very minimum upon which every child and young person should be able to depend.

*Protection of Children in England 'A progress report 12<sup>th</sup> March 2009'*

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

In order to support the above statement you need to compile a folder which includes:

- an outline of current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people
- an explanation of child protection within the wider concept of safeguarding children and young people
- an analysis of how national and local guidelines, policies and procedures for safeguarding affect **day to day work** with children and young people
- an explanation of when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice
- an explanation of how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing.

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

An important part of safeguarding children and young people is working in partnership with other organisations to ensure a robust support system. Add to your folder the following:

- an explanation of the importance of safeguarding children and young people
- an explanation of the importance of a child or young person-centred approach
- an explanation of what is meant by partnership working in the context of safeguarding
- a description of the roles and responsibilities of the **different organisations** that may be involved when a child or young person has been abused or harmed.

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

Policies and procedures form an important part of work place practice. It is vital to ensure that all staff have a clear understanding of the requirements and responsibilities in relation to the safeguarding of children, young people and staff. Add to your folder the following:

- an explanation of why it is important to ensure children and young people are protected from harm within the work setting
- an explanation of **policies and procedures** that are in place to protect children and young people and adults who work with them

- an evaluation of ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected
- an explanation of how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits.

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

It is important that as a child care practitioner you are able to respond to a child or young person who may have been abused or harmed. Add to your folder the following:

- a description of the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
- a description of the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting
- a explanation of the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged.

**Task 5** links to learning outcome 5, assessment criteria 5.1, 5.2 and 5.3.

As bullying appears to be more prevalent in society you will need to be able to identify and manage situations where bullying may occur. Add to your folder the following:

- an explanation of different types of **bullying** and the potential effects on children and young people
- an outline of the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place
- an explanation of how to support a child or young person and/or their family when bullying is suspected or alleged.

**Task 6** links to learning outcome 6, assessment criteria 6.1, 6.2 and 6.3.

An important part of safeguarding is to empower the child or young person so that they can develop strategies to protect themselves. Add your folder the following:

- an explanation of how to support children and young people's self-confidence and self-esteem
- an analysis of the importance of supporting resilience in children and young people
- an explanation of why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety
- an explanation of ways of empowering children and young people to make positive and informed choices that support their well being and safety.

**Task 7** links to learning outcome 7, assessment criteria 7.1 and 7.2.

E-safety is an area of growing importance and you need to be informed of the issues involved in new technology. Add to your folder the following:

- an explanation of the risks and possible consequences for children and young people of being online and of using a mobile phone
- a description of ways of reducing risk to children and young people from:
  - social networking
  - internet use
  - buying online
  - using a mobile phone.

## Unit title: Support children and young people's health and safety

**Unit number:** CYP Core 3.4

**Unit reference:** D/601/1696

**Unit level:** 3

**Unit credit value:** 2

**Unit aim:** This unit provides the knowledge, understanding and skills required to support children and young people's health and safety. It requires a demonstration of competence in recognising hazards and undertaking risk assessments in the work setting.

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>Unique learner number (ULN):</b>

**Learning outcome 2 must be assessed in a real work environment by a qualified vocationally competent Assessor.**

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand how to plan and provide environments and services that support children and young people's health and safety.	1.1. Describe the <b>factors</b> to take into account when planning healthy and safe indoor and outdoor environments and services.		
	1.2. Explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely.		
	1.3. Identify sources of current guidance for planning healthy and safe environments and services.		
	1.4. Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service.		

2. Be able to recognise and manage risks to health, safety and security in a work setting or off site visits.	2.1. Demonstrate how to identify <b>potential hazards</b> to the health, safety and security of children or young people, families and other visitors and colleagues.		
	2.2. Demonstrate ability to deal with hazards in the work setting or in off site visits.		
	2.3. Undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk.		
	2.4. Explain how health and safety risk assessments are monitored and reviewed.		
3. Understand how to support children and young people to assess and manage risk for themselves.	3.1. Explain why it is important to take a <b>balanced approach to risk management</b> .		
	3.2. Explain the dilemma between the rights and choices of children and young people and health and safety requirements.		
	3.3. Give example from own practice of supporting children or young people to assess and manage risk.		
4. Understand appropriate responses to accidents, incidents, emergencies and illness in work settings and off site visits.	4.1. Explain the policies and procedures of the setting or service in response to <b>accidents, incidents, emergencies and illness</b> .		
	4.2. Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other 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: CYP 3.4**

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.

**Guidance for developing assessment arrangements for the unit:**

<b>Unit guided learning hours</b>	15
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## Assessment task – CYP 3.4 Support children and young people's health and safety

Providing a safe environment for children and young people requires knowledge of understanding of hazards and an ability to assess and manage risk.

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

You are asked to provide a resource to inform staff in the setting about health and safety issues. You will need to provide:

- a description of the **factors** to take into account when planning healthy and safe indoor and outdoor environments and services
- an explanation of how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely
- an identification of sources of current guidance for planning healthy and safe environments and services
- an explanation of how current health and safety legislation, policies and procedures are implemented in own work setting or service.

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

Include in your resource:

- an explanation of why it is important to take a balanced approach to risk management
- an explanation of the dilemma between the rights and choices of children and young people and health and safety requirements
- an example from own practice of supporting children or young people to assess and manage risk.

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

Include in your resource:

- an explanation of the policies and procedures of the setting or service in response to **accidents, incidents, emergencies and illness**
- an identification of the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies.

## Unit title: Engage in personal development in health, social care or children's and young people's settings

**Unit number:** SHC 32

**Unit reference:** A/601/1429

**Unit level:** 3

**Unit credit value:** 3

**Unit aim:** This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit considers personal development and reflective practice, which are both fundamental to such roles.

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>Unique learner number (ULN):</b>

Learning outcomes 2, 3, 4 and 5 must be assessed in real work environments by a qualified vocationally competent Assessor. Simulation is not permitted.			
<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
1. Understand what is required for competence in own work role.	1.1. Describe the duties and responsibilities of own work role.		
	1.2. Explain expectations about own work role as expressed in relevant <b>standards</b> .		
2. Be able to reflect on practice.	2.1. Explain the importance of reflective practice in continuously improving the quality of service provided.		
	2.2. Demonstrate the ability to reflect on practice.		
	2.3. Describe how own values, belief systems and experiences may affect working practice.		

3. Be able to evaluate own performance.	3.1. Evaluate own knowledge, performance and understanding against relevant standards.		
	3.2. Demonstrate use of feedback to evaluate own performance and inform development.		
4. Be able to agree a <b>personal development plan</b> .	4.1. Identify <b>sources of support</b> for planning and reviewing own development.		
	4.2. Demonstrate how to work with <b>others</b> to review and prioritise own learning needs, professional interests and development opportunities.		
	4.3. Demonstrate how to work with others to agree own personal development plan.		
5. Be able to use learning opportunities and reflective practice to contribute to personal development.	5.1. Evaluate how learning activities have affected practice.		
	5.2. Demonstrate how reflective practice has led to improved ways of working.		
	5.3. Show how to record progress in relation to personal 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:**

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.

<b>Additional information about the unit:</b>	
Relationship to occupational standards – provided with the QCF unit	<p>HSC 23 HSC 33 CCLD 304 GEN 12 GEN 13 LDSS</p> <p>Themes recur as knowledge requirements, performance criteria and core values throughout HSC and CCLD NOS.</p>
<b>Guidance for developing assessment arrangements for the unit:</b>	
Unit assessment guidance – provided by the sector	<p>Learning outcomes 2, 3, 4 and 5 must be assessed in real work environments. Simulation is not permitted</p> <p>Units need to be assessed in line with the Skills for Care and Development QCF Assessment Principles</p>
Unit Assessment guidance - provided by CACHE	<p><b>Standards</b> may include:</p> <ul style="list-style-type: none"> <li>• codes of practice</li> <li>• regulations</li> <li>• minimum standards</li> <li>• national occupational standards.</li> </ul> <p><b>Sources of support</b> may include:</p> <ul style="list-style-type: none"> <li>• formal support</li> <li>• informal support</li> <li>• supervision</li> <li>• appraisal</li> <li>• within the organisation</li> <li>• beyond the organisation.</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• the individual</li> <li>• carers</li> <li>• advocates</li> <li>• supervisor, line manager or employer</li> <li>• other professionals.</li> </ul>
<b>Unit guided learning hours</b>	10

## **Assessment task – SHC 32 Engage in personal development in health, social care or children's and young people's settings**

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

Personal development and reflective practice is an integral part of working with children and or young people. To support you in reviewing the need for personal development in relation to your work role, produce the following:

- a description of the duties and responsibilities of your own work role
- an explanation of the expectations about your own work role as expressed in relevant **standards**.

(**Standards** may include: codes of practice, regulations, minimum standards or national occupational standards.)

## Unit title: Team Working

**Unit number:** TW 3

**Unit reference:** A/501/5163

**Unit level:** 3

**Unit credit value:** 3

**Unit aim:** To develop teamwork skills within the workplace.

<b>Learner name:</b>	<b>CACHE Centre no:</b>
<b>CACHE PIN:</b>	<b>Unique learner number (ULN):</b>

<b>Learning outcomes 1, 2 and 3 must be assessed in relation to the real work environment by a vocationally competent Assessor.</b>			
<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:	<b>Evidence record</b> e.g. page number & method	<b>Assessor judgement achieved</b> Initial and date
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.		

	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.
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**Guidance for developing assessment arrangements for the unit:**

Unit assessment guidance – provided by the sector	Learning outcomes 1, 2 and 3 must be assessed in real work environments. Simulation is not permitted.
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	Unit needs to be assessed in line with the Teacher Development Agency (TDA) QCF Assessment Principles.
<b>Guidance for developing assessment arrangements for the unit:</b>	
<b>Unit guided learning hours</b>	30

### **Assessment task – TW 3 Team working**

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

## **Section 4: Appendices**

## Appendix A: Explanation of verbs used in the assessment criteria at Level 3

The learner's achievement is based on their ability to meet all the assessment criteria for the unit.

Verbs	Explanation
Apply	Explain how existing knowledge can be linked to new or different situations or in practice
Analyse	Break the topic down into separate parts and examine each part Show how the main ideas are related and why they are important
Assess	Estimate or make a judgement
Carry out	Complete a task or activity
Clarify	Explain the information in a clear, concise way
Classify	Organise according to specific criteria
Collate	Collect and present information arranged in sequence or logical order
Compare	Examine the subjects in detail looking at similarities and differences
Conduct	Carry out
Critically compare	Examine in detail and consider the similarities and differences and identify the positive aspects and limitations
Consider	Ponder, contemplate, study in order to make a decision
Co-ordinate	Organise people, information or a situation so that there is an effective outcome
Demonstrate	Apply skills in a practical situation or show an understanding of the topic
Describe	Write or speak about the topic or activity giving detailed information
Develop	To identify and build on a topic, plan or idea
Diagnose	Identify the cause based on valid evidence
Differentiate	Identify the differences between two or more things
Discuss	Give a detailed account including a range of views or opinions

Distinguish	Explain the difference between two or more items, resources, or pieces of information
Draw conclusions	Identify outcomes which could lead to recommendations
Engage	Work in conjunction with, or work together with, or ensure participation in
Estimate	Give an approximate decision or opinion using previous knowledge or experience
Evaluate	Review evidence from different perspectives and come to a valid conclusion or reasoned judgement
Explain	Make clear detailed information giving reasons, and showing how or why
Extrapolate	Identify relevant points using the information available
Illustrate	Give clear information or description with examples (eg: spoken, written, pictures, diagrams)
Implement	To fulfil, perform or carry out a plan, action, task or procedure
Interpret	Explain the meaning
Investigate	To examine, study or inquire systematically
Judgement	Form an opinion or make a decision based on evidence
Justify	Give a satisfactory explanation for actions or decisions
Listen	Hear what is said
Monitor	Watch the progress of
Plan	Organise information in a logical way using an appropriate format
Perform	Think about and organise information in a logical way
Prepare	Get ready
Produce	Carry out or do Take an action Follow an instruction
Provide	Make, create, bring or find through learning or creative ability
Record	Preserve in writing or by other methods

Recognise	Acknowledge validity of Know from before
Report	Produce a detailed account or statement describing an event, situation, or activity
Review and revise	Look back over the topic or activity and make or identify adjustments, changes or additions that would improve the topic or activity
Reflect	Learners should look at their actions, experiences or learning and think about how this could inform their future action, learning or practice
Respond to	Take action Reply or answer
Summarise	Give the main ideas or facts in a concise way
Supervise	Have responsibility for overseeing people's performance whilst offering support
Use a range of	Provide information relevant to the task or topic
Undertake	Agree to take on and carry out the task

This qualification contains units at different levels. For an explanation of verbs for units at levels other than Level 3, please refer to the “**CACHE ‘How to’ ... A Guide to Assessing CACHE QCF Qualifications**” document on the CACHE website: [www.cache.org.uk](http://www.cache.org.uk).

## Appendix B: Glossary

<b>Additional information (in relation to unit layout)</b>	This is where the assessment strategy / principles relating to the unit are identified. When required this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
<b>Assessment</b>	The process of making judgements about the extent to which a learner's work meets the assessment criteria of a unit, or any additional assessment requirements of a qualification.
<b>Assessment criteria</b>	Descriptions of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved.
<b>Assessment method</b>	Ways in which a learner could evidence their achievements against assessment criteria to an Assessor. Each CACHE qualification has a set of recommended assessment methods that best suits its content and level. A summary of all CACHE recommended assessment methods is included in Appendix D.
<b>Assessment strategy / principles</b>	The overall requirements for assessing and quality assuring learning outcomes within a qualification that have been set by a Sector Skills Council or CACHE.
<b>Assessor</b>	A person who makes an assessment judgement about the evidence that is presented by a learner against the relevant assessment criteria. A unit or qualification's assessment strategy / principles will determine whether an Assessor needs to be occupationally knowledgeable, occupationally competent or qualified to make assessment judgements for that unit or qualification.
<b>Award</b>	A QCF qualification with credit value between 1 and 12.
<b>Awarding organisation</b>	A body such as CACHE recognised by the qualifications regulators to award credits and qualifications.
<b>Certificate</b>	A QCF qualification with credit value between 13 and 36.
<b>Certificate for a unit or qualification</b>	A record of attainment of credit or a qualification issued by an awarding organisation.
<b>Credit</b>	The value given to a learner in recognition of the achievement of the designated learning outcomes of a unit.
<b>Credit value</b>	The number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit and subsequently a qualification. Compare to <b>Unit credit value</b> .
<b>Diploma</b>	A QCF qualification with credit value of 37 or above.

<b>Diversity</b>	Children, young people and adults and their families come from a variety of backgrounds and family structures. There may be a range or variation of people's characteristics in aspects such as gender, sexual orientation, lifestyle, family composition, abilities, cultural and linguistic backgrounds and other differences.
<b>Equivalent unit</b>	A QCF unit from a different qualification or submitted by another recognised organisation that is deemed to be of equivalent value and so can count towards a qualification in place of one or more designated mandatory or optional units from it. For CACHE qualifications, any existing equivalent unit will be identified in the initial Qualification Specification and Learner Achievement Log; any further equivalencies agreed during the qualification's lifetime will be identified in updated materials available on the CACHE website <a href="http://www.cache.org.uk">www.cache.org.uk</a> .
<b>Evidence Record</b>	The CACHE recording document for recording evidence of learner assessment activities.
<b>Exemption</b>	The facility for a learner to claim exemption from some of the achievement requirements of a QCF qualification, using evidence of certificated, non-QCF achievement deemed to be of the same value. For CACHE qualifications, any existing exemption will be identified in the initial Qualification Specification and Learner Achievement Log; any further exemptions agreed during the qualification's lifetime will be identified in updated materials available on the CACHE website <a href="http://www.cache.org.uk">www.cache.org.uk</a> .
<b>Frequently asked questions (FAQs)</b>	These are regularly updated common questions that are asked of CACHE about the qualifications and services offered. They are available on the CACHE website <a href="http://www.cache.org.uk">www.cache.org.uk</a> .
<b>Guided learning hours (GLH)</b>	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
<b>Inclusion</b>	Ensuring that every child, young person, adult or learner is given equality of opportunity to access education and care by meeting their specific needs.
<b>Inclusive practice</b>	Inclusion in education and care is one aspect of inclusion in society. Taking whatever steps are necessary to ensure that every child, young person, adult or learner is given an equal chance of taking advantage of the opportunities offered to them.
<b>Internal Quality Assurer</b>	An individual with responsibility for assuring the consistency of assessment judgements within a Centre. A unit or qualification's assessment strategy / principles will determine whether an Internal Quality Assurer needs to be occupationally knowledgeable, occupationally competent or qualified to make quality assurance judgements for that unit or qualification.



<b>Knowledge</b>	When QCF assessment criteria, learning outcomes or units are said to be knowledge based, this means that they are about the learner knowing or understanding and not necessarily doing. For most CACHE qualifications this is predominantly within the context of the learner's work role in a real work environment but the specific unit guidance for each unit being assessed should be checked for clarity as some learning outcomes will be solely concerned with knowledge. Learning outcomes for knowledge generally begin with 'Know' or 'Understand'.
<b>Learner Achievement Log (LAL)</b>	The key CACHE publication providing information for learners in relation to a particular qualification. It contains important information on what is required of learners and includes the primary documents for recording the learner's achievements as they progress through the qualification. The primary resource for information on any in-year updates or amendments to these publications is the CACHE website <a href="http://www.cache.org.uk">www.cache.org.uk</a> but notification of any changes would be highlighted to Centres as part of CACHE's regular newsletter communications.
<b>Learning outcome</b>	A statement of what a learner can be expected to know, understand or do as a result of a process of learning.
<b>Learning time</b>	The amount of time a learner at the level of the unit is expected to take, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.
<b>Level</b>	An indication of the relative level of challenge or difficulty of a unit. This includes demand, complexity and / or depth of achievement, and / or the autonomy of the learner in demonstrating that achievement.
<b>Level descriptors for the QCF</b>	A set of statements that enable achievements to be located at a particular level in the QCF framework.
<b>Mandatory unit</b>	A unit in a set of rules of combination that <b>must</b> be achieved for the qualification to be awarded. Mandatory units are always included in the CACHE Qualification Specifications and the Learner Achievement Logs. Compare to <b>Optional unit</b> below.
<b>National occupational standards (NOS)</b>	These sets of standards define the competencies which apply to job roles or occupations in a particular sector in the form of statements of performance, knowledge and the evidence to confirm competence. They cover the key activities undertaken within the occupation in question under all the circumstances the job holder is likely to encounter.

<b>Optional unit</b>	A unit named in a set of rules of combination that a learner <b>may</b> choose to achieve the required number of units / credits for award of the qualification. Optional units are generally available on the CACHE website <a href="http://www.cache.org.uk">www.cache.org.uk</a> rather than being included in CACHE Qualification Specifications and Learner Achievement Logs as there are often many of them. Where there are just a few, these are included in the CACHE Qualification Specifications and the Learner Achievement Logs. Compare to <b>Mandatory unit</b> above.
<b>Pathway</b>	A route to the achievement of a qualification that requires a combination of credits to be achieved from particular units and is identified by an endorsement to a qualification title.
<b>Personal Learner Record (PLR)</b>	An authoritative record of all credit and qualification achievements made by an individual learner in the QCF. Managed by the Learning Records Service and populated with information from the Skills Funding Agency in partnership with other education providers, the full integration of the PLR will take place from September 2010. The PLR will be a free service intended to empower the learner to view and review their learning and support them in making the right learning choices in the context of the QCF. The learner will be able to view all of their QCF achievement data, on-line, and in one place. Anyone aged 16 or over can log-in to a secure website to view their very own Personal Learning Record providing they have a Unique Learner Number (ULN).
<b>Pass / Refer</b>	Where the Assessor makes a judgement on whether the evidence presented by the learner has met the assessment criteria / not met the assessment criteria.
<b>Plagiarism</b>	When a learner claims work to be their own when it is not. All work submitted towards a unit or qualification must be the learner's own and not copied from anyone or anywhere else unless the source of the information has been clearly referenced.
<b>Qualification reference number (QRN)</b>	The unique reference number assigned to the qualification at accreditation by the regulatory authority Ofqual.
<b>Qualification Specification (QS)</b>	The key CACHE publication providing information for Centre staff in relation to a particular qualification. It contains important information on the details of units and assessments. The primary resource for information on any in-year updates or amendments to these publications is the CACHE website <a href="http://www.cache.org.uk">www.cache.org.uk</a> but notification of any changes would be highlighted to Centres as part of CACHE's regular newsletter communications.

<b>Qualifications and Credit Framework (QCF)</b>	A framework for creating and accrediting qualifications in England, Wales and Northern Ireland. It is designed to provide learners, learning providers and employers with an inclusive and flexible regulated qualifications framework containing units and qualifications that recognise the widest possible range of quality assured learner achievements. It introduces a standard currency for learner achievement across the qualifications system through the award of credit.
<b>Real work environment (RWE)</b>	A setting that is a real workplace with real children, young people and / or adults which is relevant to the unit a learner is working towards.
<b>Record of Assessment Cycle</b>	The CACHE recording document to plan learner activities and record Assessor feedback.
<b>Reflective practice</b>	A learner should consider their actions, experiences or learning and the implications of these in order to suggest significant developments for future action, learning or practice. These are recognised cycles of reflective practice. Reflective practice can also show that a learner performed exceptionally well.
<b>Regulatory authorities</b>	The organisations with statutory responsibility for regulating external qualifications in the three countries where QCF operates. In England this is Ofqual (the Office of the Qualifications and Examinations Regulator), in Wales this is DCELLS (the Department for Children, Education, Lifelong Learning and Skills of the Welsh Assembly Government) and in Northern Ireland, CCEA (the Council for the Curriculum, Examinations and Assessment).
<b>Rules of combination</b>	The phrase that is used to describe how units and their associated credit values can be put together to form a named and recognised qualification.
<b>Sector Skills Council (SSC)</b>	SSCs are independent, employer led, UK wide organisations designed to build a skills system that is driven by employer demand. SSCs aim to reduce skills gaps and shortages; improve productivity, business and public service performance; increase opportunities to boost the skills and productivity of everyone in the sector's workforce; and improve learning supply through national occupational standards, apprenticeships, and further and higher education.
<b>Skills / competency</b>	When QCF assessment criteria, learning outcomes or units are said to be skills or competency based, this means that they are about the learner being able to perform a variety of tasks. For most CACHE qualifications this is predominantly within the learner's work role in a real work environment but the specific unit guidance for each unit being assessed should be checked for clarity. Learning outcomes for skills / competency generally begin with 'Be able to'.

<b>Unique Learner Number (ULN)</b>	This is an individual number available to anyone over the age of 14 years involved in UK education which will transfer with them when they move on to other programmes of study. Learners do not need a ULN to take a CACHE qualification but without one, Centres may not be able to access public funding on their behalf. It is expected that in the future learners will be able to access their Personal Learning Record.
<b>Unit aim</b>	A short statement providing a brief outline of the unit's content.
<b>Unit assessment guidance</b>	Any additional guidance which may be provided to support the assessment of the unit.
<b>Unit Assessment Record (UAR)</b>	The CACHE recording document to record learner achievement of assessment criteria and confirm completion of units. This is a mandatory document that needs to be completed and authorised for each unit for each learner to claim certification.
<b>Unit credit value</b>	The credit value that has been given to a unit based on the average expected learning time for a learner. Compare to credit value above.
<b>Unit level</b>	This denotes the level of the unit within the QCF framework.
<b>Unit number</b>	An identifying code assigned to the unit by the owner of the unit (i.e. a Sector Skills Council, CACHE or another awarding organisation).
<b>Unit reference</b>	The unique reference number assigned to the unit at accreditation by the regulatory authority Ofqual.
<b>Unit title</b>	The titling of the unit that provides a clear, concise explanation of the content of the unit.

## Appendix C: Recording document templates

The following pages contain blank templates of CACHE recording documents. The Centre may reproduce or photocopy these documents or devise their own documents which comply with the content of these ones.

Templates are also available on the CACHE website ([www.cache.org.uk](http://www.cache.org.uk)) and the content of these can be hand written or completed electronically.

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## Record of Assessment Cycle

Purpose: an ongoing record of planning and feedback between Assessor and learner

Learner name			
CACHE PIN		Unique Learner Number	
Assessor name			

Planned activities:		Unit	Assessment criteria		
Due date		Assessor initial & date		Learner initial & date	

Feedback:					
Date		Assessor initial & date		Learner initial & date	

Planned activities:				Unit	Assessment criteria
Due date		Assessor initial & date		Learner initial & date	

Feedback:					
Date		Assessor initial & date		Learner initial & date	

Completion date		Assessor initial & date		Learner initial & date	
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## Evidence Record

Purpose: to record learner evidence against a range of assessment methods

Learner name			
CACHE PIN		ULN	
Assessor name			

Assessment method			
Direct observation	<input type="checkbox"/>	Learner's plans / records	<input type="checkbox"/>
Professional discussion	<input type="checkbox"/>	Recognition of prior learning	<input type="checkbox"/>
Reflection on own practice	<input type="checkbox"/>	Other (please state)	<input type="checkbox"/>
Expert Witness evidence	<input type="checkbox"/>		

Recording of evidence	Unit	Assessment criteria

Recording of evidence	Unit	Assessment criteria

Learner signature	
Assessor signature	

Date	
Date	

Internal quality assurance (as appropriate)

Name			
Signature		Date	

## Appendix D: Summary of recommended assessment methods

Ref.	Assessment method	Suitable for assessing skills / competence	Suitable for assessing knowledge
A	Direct observation of learner by Assessor	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	No	Yes
O	Assessment method devised by Centre and approved by CACHE	No	Yes

## Appendix E: Guidance on the use of e-portfolios for QCF

For the purposes of recording evidence of assessment, an e-portfolio is an electronic version of a 'traditional' paper based record and must:

- provide a secure facility for the learner to store evidence of assessment and achievement
- provide the CACHE Centre with an audit trail of the assessment and internal quality assurance processes
- allow access to CACHE staff for quality assurance purposes.

Where e-portfolios are used they need to provide functionality in order to provide:

- evidence of the assessment process:
  - planning between learner and Assessor
  - implementation of plans – e.g. carrying out assessment
  - feedback following assessment judgements
  - auditable record of assessment judgement
  - evidence of implementation of internal and external quality assurance
- evidence presented to show that the requirements of the assessment criteria in the unit or units of a qualification have been achieved
- auditable evidence of assessment judgements which show that the requirements of the assessment criteria in the unit or units of a qualification have been achieved
- evidence that internal quality assurance is carried out by the CACHE Centre
- evidence that external quality assurance is carried out by CACHE Centre Advisor.

Storing information:

- each individual that accesses the e-portfolio system must be provided with a personalised and secure login, i.e. the learner, the Assessor, the Internal and External Quality Assurers
- the information must be presented in a format capable of validation
- there must be a secure area to hold evidence, to ensure its validity
- it must form part of an auditable trail
- evidence must be able to be added over time to support successful completion.

## Appendix F: Understanding the Qualifications and Credit Framework (QCF)

An excerpt from the Qualifications and Curriculum Development Agency's (QCDA) publication entitled "An introduction to the Qualifications and Credit Framework" © QCA 2010

### What's happening

Vocational and work-related qualifications are changing to become more responsive to the demands of employers and learners. They will be more relevant to employers' needs and more accessible to a wider range of learners.

An essential tool in this reform of vocational qualifications is the Qualifications and Credit Framework (QCF).

### The QCF:

- recognises smaller steps of learning and enables learners to build up qualifications bit by bit
- helps learners achieve skills and qualifications that meet industry needs
- enables work-based training to be nationally recognised.

### What's the QCF?

The QCF is the new framework for creating and accrediting qualifications in England, Wales and Northern Ireland. It's at the heart of a major reform of the vocational qualifications system, which will become simpler to understand and use, more accessible to a wider range of learners, and more relevant to learners' and employers' needs.

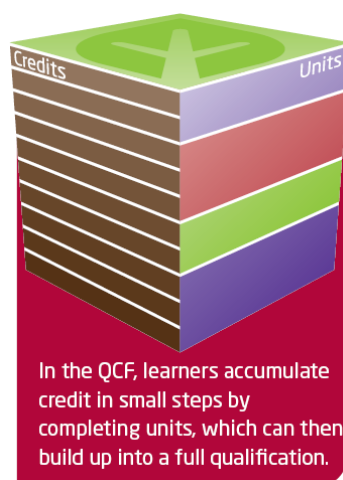
Learners can build up their units at their own pace and put them towards a full qualification. They can bank all their achievements over time and keep them as they move from education into a job or from one job to another. They don't have to study anything they already know.

In the QCF, everything learnt is valuable. All qualifications in the QCF are built from smaller units of learning.

### How does it work?

Every unit and qualification in the QCF has a credit value that tells you how long it takes to complete — one credit represents 10 hours' work. Each unit and qualification also has its own level, between Entry Level and Level 8, to show how difficult it is.

## The structure of a QCF qualification



There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits or more).

Each qualification title contains the following:

- the level of the qualification (from Entry Level at the bottom to Level 8 at the top)
- the size of qualification (Award/Certificate/Diploma)
- details indicating the content of the qualification.



This consistent way of describing what subject the qualification covers, how difficult it is and how much work it involves will help learners and employers compare different qualifications.

Remember the qualification size — Award, Certificate or Diploma — tells you how long it will take, not how difficult it is. The level tells you how difficult it is. An A level is equivalent to level 3 and a PhD is equivalent to level 8 in the QCF.

Foundation Learning helps learners working at Entry Level and Level 1 in the QCF in England to develop their potential and prepares them to progress towards Level 2 and other routes.

### What are the benefits of the QCF?

Through the QCF, learners can:

- get the skills and qualifications that employers are looking for
- find it easier to see how qualifications can help their personal and career development
- fit learning around their home and work lives
- have a better understanding of qualifications.

Learners can avoid duplicating the learning and assessment they have already done in three ways:

- with achievement from within the QCF, learners can transfer credits between units and qualifications
- other learning and achievements that haven't been certificated can be assessed and awarded through 'recognising prior learning'
- learners with certificated achievements outside the QCF, who already have the skills and knowledge for a unit, can claim 'exemption' and not have to repeat their learning.

Through the QCF, employers can:

- have more say on what qualifications are developed — QCF qualifications are designed in response to employers' demands
- have a more appropriately skilled workforce — all QCF qualifications must be approved as robust and fit for purpose
- attract and retain employees by being able to offer nationally recognised qualifications, which encourages progression through the company
- benefit from a more flexible qualifications system — they can shape training around their business needs using relevant QCF units
- understand qualifications more easily — all QCF qualifications have straightforward titles that state how long each one takes to complete, its difficulty and its subject matter, to give a clearer idea of employees' skills.

### Further information

Please see [www.cache.org.uk](http://www.cache.org.uk) for links to other useful websites and further information.

## Appendix G: Assessment strategies and principles

Many units in the QCF have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs). Requirements of staff assessing and quality assuring at unit level within a qualification are dependent on which SSC Assessment Strategy or Principles document applies to that unit.

The assessment strategies or principles documents produced by Sector Skills Councils that relate to CACHE qualifications refer to some common QCF terminology summarised below:

### **Occupationally competent**

This means that the Assessor or Quality Assurer must be capable of carrying out the full requirements within the competency units they are assessing or quality assuring. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

### **Occupationally knowledgeable**

This means that the Assessor or Quality Assurer should possess relevant knowledge and understanding. They should be able to assess or quality assure this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

### **Expert Witness**

An Expert Witness must:

- have a working knowledge of the QCF units for which they are providing witness testimony;
- be occupationally competent in their area of expertise;
- have **either** any qualification that includes assessment of workplace performance or a professional work role which involves evaluating everyday practice of staff.

Centres should also be aware of the new **Assessing and Assuring the Quality of Assessment qualification suite** developed by the Sector Skills Council Lifelong Learning UK (LLUK) for staff who want or need to undertake an assessing or quality assuring qualification. Each qualification includes a unit that covers all the essential knowledge and understanding that Assessors and quality assurance staff need. The new qualifications are more flexible as one or more units can be added that best describe competent practice for the job role of the staff member. These will be available via CACHE from September 2010.



The key requirements of the Sector Skills Council Assessment Strategies or Principles that relate to this Qualification Specification are summarised overleaf. Centres need to ensure that individuals undertaking Assessor or Quality Assurer roles within their Centre conform to the SSC assessment requirements for the unit they are assessing or quality assuring.

### Training and Development Agency for Schools Assessment Principles

#### Knowledge learning outcomes

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

#### Competence / Skills learning outcomes

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

For the Training and Development Agency Principles, the meaning of '**qualified**' in the context of the above summary is outlined below.

#### Qualified to make assessment decisions

The Training and Development Agency for Schools has specified that Assessors making assessment decisions must have the necessary expertise to do so, which may include having, or be working towards, appropriate qualifications. CACHE has **provisionally** identified holders of any of the following qualifications to have the expertise to make assessment decisions:

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
- QCF Level 3 Award in Assessing Vocationally Related Achievement
- QCF Level 3 Certificate in Assessing Vocational Achievement
- Qualified Teacher Status
- Certificate in Education in Post-Compulsory Education (PCE)
- The Practice Teacher Award
- Mentorship and Assessment in Health and Social Care Settings

- Preparing to Teach in the Lifeline Learning Sector (PTLLS)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)

If a Centre wishes to make an application for any individual who does not hold one of these qualifications but whose background and experience provides them with the necessary expertise to make assessment decisions, they should contact their Centre Advisor with full details for approval.

### **Qualified to make quality assurance decisions**

The Training and Development Agency for Schools has specified that awarding organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance. CACHE has **provisionally** defined qualified to include any of the following:

- V1 Conduct Internal Quality Assurance of the Assessment Process
- D34 Internally Verify the Assessment Process
- QCF Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- QCF Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

However, CACHE is looking at whether a more flexible approach could be taken in relation to those individuals with expertise to undertake quality assurance decisions but without an existing qualification, for example Internal Moderators. CACHE will inform Centres when a decision has been made on this. In the meantime, if a Centre wishes to make an application to include other qualifications on this list that they feel additionally reflect that an individual is qualified to make quality assurance decisions, they should contact their Centre Advisor with full details for approval.

The existing approach whereby individuals 'working towards' an assessment or quality assurance qualification have their judgements countersigned by a qualified Assessor / Quality Assurer will remain applicable.

The full Training and Development Agency for Schools **QCF Assessment Principles** and their **Assessment Guidance for Centres** documents can be found on the CACHE website [www.cache.org.uk](http://www.cache.org.uk)

### **Continued Professional Development for Assessors and Internal Quality Assurers**

There are two aspects to maintaining Continued Professional Development (CPD). The first is in the assessment process and the second is in vocational competence and knowledge.

- **CPD requirements in the assessment process:**  
From September 2010 there will be a new **Assessing and Assuring the Quality of Assessment qualification suite** for QCF developed by the Sector Skills Council

Lifelong Learning UK (LLUK). It is important that Assessors and Quality Assurers that have a D32, D33, D34, A1 or V1 are up to date with the current requirements of the Assessor or Quality Assurer process within this qualification suite. Each Assessor and Quality Assurer will need to provide evidence of up to date knowledge of the Assessor and quality assurance requirements

- **CPD requirements in vocational competence and knowledge:**  
Assessors, and where appropriate Quality Assurers, will need to retain evidence of CPD for the vocational requirements of the units that they are assessing or quality assuring. This can be produced in a variety of ways dependant on the units being assessed or quality assured.

## Section 5: Feedback

### **CACHE Level 3 Supporting Teaching and Learning in Schools Qualifications Suite – Qualification Specification and Learner Achievement Log**

Please use this form to let us know what you think of this publication. Examples of the things we would like to know are:

- does the publication contain everything you need
- what you did or did not like about the publication
- was it easy to find the information you needed
- any other comments or suggestions about the publication.

Comments:

This feedback form can also be downloaded from [www.cache.org.uk](http://www.cache.org.uk) and e-mailed to [info@cache.org.uk](mailto:info@cache.org.uk)

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                      Fax: 01727 818613

