



Qualifi Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

Specification (For Centres)

July 2021

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) QUALIFI Ltd and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from QUALIFI Ltd. This applies to the materials in their entirety and to any part of the materials.

About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160. Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre, will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

Contents

Contents	3
1. Introduction	5
1.1 Why Choose QUALIFI Qualifications?	5
1.2 Employer Support for the Qualification Development	5
1.3 Qualification Titles and Codes	6
1.4 Awarding Organisation	6
2 Qualification aims and Learning Outcomes	6
2.1 Aims of the Diploma	6
2.2 Learning Outcomes of the Diploma	6
3. Delivering the Qualification	7
3.1 Quality Assurance Arrangements	7
3.2 Access to Study	7
3.3 Entry Criteria	8
4 Structure of the Qualification	8
4.1 Units, Credits and Total Qualification Time (TQT)	8
4.2 Qualification Structure	9
4.3 Progression and Links to other QUALIFI Programs	10
4.4 Recognition of Prior Learning	10
5 Guidance to Teaching and Learning	11
6 Learner Support	11
6.1 Data Protection	11
7. Assessment	12
8. Course Regulations	12
8.1 Course Requirements	12
8.2 Classification of Awards	12
8.3. Learner Voice	13
8.4 Complaints	13
9 Equality and Diversity	13
10. Further Professional Development and Training	14
Appendices	15
Appendix 1: Unit Descriptors	15
Unit SST301: Working relationships with children, young people and adults	15
Unit SST302: Schools as business organisations	18
Unit SST303: Support for learning activities	20
Unit SST304: Promoting positive behaviour to children and young people	23
Unit SST305: Promoting equality, diversity and inclusion when working with children and young people	26
Unit SST306: Support for assessment for learning	28
Unit SST307: Understanding children’s and young people’s development	31
Unit SST308: Principles of safeguarding the well-being of children and young people	33
Unit SST309: Supporting the health and safety of children and young people	36
Unit SST310: Personal development in health, social care or children’s and young people’s settings	38
Unit SST311: Delivering learning activities in collaboration with a teacher	40

Unit SST12: Supporting gifted learners.....	42
Unit SST313: Supporting children’s communication	44

1. Introduction

1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environments and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learner ability to:

- apply analytical and evaluative techniques and to enhance those skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organisational and environmental issues
- use management techniques and practices in imaginative ways
- make use of relevant information from different sources
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills.

1.2 Employer Support for the Qualification Development

The development of this qualification has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigor, validity and demand for the qualification.

Discussions and feedback have been taken throughout the development of the qualification on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realised.

1.3 Qualification Titles and Codes

The qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the qualification has its own RQF code. The QAN for this qualification is as follows:

QUALIFI Level 3 Diploma in Specialist Support for Teaching and Learning in Schools 603/7690/9

1.4 Awarding Organisation

QUALIFI LTD

2 Qualification aims and Learning Outcomes

2.1 Aims of the Diploma

The aim of this qualification is to provide learners with an in-depth understanding of the knowledge and skills needed when working directly with children and young people in school environments. It covers all aspects of specialist support including planning, delivering and reviewing assessment strategies to support learning alongside the teacher, bilingual and special needs support and personal development and reflective practice.

It is aimed at learners working in roles that offer specialist support for pupils' learning in primary, secondary or special schools.

We hope that centres and learners take the opportunity to learn a great deal from this programme that will provide relevant new skills and qualities. It is envisaged that this programme will encourage both academic and professional development so that learners move forward to realise not just their own potential, but also that of organisations across a broad range of sectors.

2.2 Learning Outcomes of the Diploma

The overall learning outcome of the Diploma are designed to allow learners to obtain and then demonstrate the knowledge and skills required to provide specialist teaching and learning support to children and young people in schools. These include:

1. Understand the principles underpinning the development of positive relationships with children, young people and adults.
2. Be able to support learning activities.
3. Understand the role and features of assessment for learning.

4. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people.
5. Be able to reflect on their own practice.
6. Be able to plan and prepare learning activities under the supervision of a teacher.

All learning outcomes for each unit are identified in Appendix 1 within the unit descriptors.

3. Delivering the Qualification

3.1 Quality Assurance Arrangements

All centres go through an application and approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's formative assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance. For assessment purposes, unless otherwise agreed, QUALIFI:

- appoints assignment setters, markers and moderators
- sets and agrees assignments
- marks and moderates' assignments
- agrees the final mark and issues certificates.

Please contact Qualifi for further information.

3.2 Access to Study

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Diploma handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

3.3 Entry Criteria

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualification will be through centre interview and applicants will be expected to be aged 16 or over and hold a Level 2 qualification

In certain circumstances, managers with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International qualifications will be checked for appropriate matriculation to UK higher education postgraduate programmes. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

4 Structure of the Qualification

4.1 Units, Credits and Total Qualification Time (TQT)

The QUALIFI Level 3 Diploma in Specialist Support for Teaching and Learning in Schools made up of 44 credits.

The units have been designed from a learning time perspective and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT includes undertaking each of the activities of guided learning, directed learning and invigilated assessment. 37 credits equate to 370 hours of TQT.

Examples of activities that can contribute to Total Qualification Time include:

- guided learning
- independent and unsupervised research/learning
- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning

- unsupervised e-assessment
- unsupervised coursework
- watching a prerecorded podcast or webinar
- unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities that can contribute to guided learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- live webinar or telephone tutorial with a tutor in real time
- e-learning supervised by a tutor in real time
- all forms of assessment that take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

4.2 Qualification Structure

QUALIFI Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

All Units are mandatory. The qualification is 44 credits.

It is expected that learners will need to be working, volunteering or on practical placement to show competence in both knowledge and skills. opportunity must allow for sufficient skills application with infants and young children to meet the assessment criteria for the qualification.

Unit Reference	Mandatory Units	Level	Credit	GLH
T/618/7802	Working relationships with children, young people and adults.	3	4	20
A/618/7803	Schools as business organisations.	3	3	15
F/618/7804	Support for learning activities	3	4	20
J/618/7805	Promoting positive behaviour to children and young people	3	3	15
L/618/7806	Promoting equality, diversity and inclusion when working with children and young people.	3	2	10

R/618/7807	Support for assessment for learning.	3	4	20
Y/618/7808	Understanding children's and young people's development.	3	4	30
D/618/7809	Principles of safeguarding the well-being of children and young people.	3	3	25
R/618/7810	Supporting the health and safety of children and young people	3	2	15
Y/618/7811	Personal development in health, social care or children's and young people's settings.	3	3	10
D/618/7812	Delivering learning activities in collaboration with a teacher.	3	4	21
H/618/7813	Supporting gifted learners.	3	4	21
K/618/7814	Supporting children's communication.	3	4	30

4.3

Progression and Links to other QUALIFI Programs

Completing the QUALIFI Level 3 Diploma in Specialist Support for Teaching and Learning in Schools will allow learners to progress to:

- QUALIFI Level 4 qualifications.
- directly into employment in an associated profession.

4.4 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

5 Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff
- learning and teaching methods
- study skills
- learning resources
- personal development planning
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities
- health and safety
- conduct
- progression
- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

7. Assessment

This qualification is vocational as it can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate knowledge, understanding and original thought, problem-solving and recommendations on actions will also be asked for from learners where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

Learners will ideally need to be working or on a practical placement in a school as they need to show competence in both knowledge and skills. The assignment questions will require learners to draw on real organisations to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, facilitate in-company opportunities for learners to undertake research and investigation projects and/or support the organisation with various tasks. Mature and part-time learners will ideally be able to draw on their personal work experience too.

Sample assessments and marking scheme are available on request as part of the qualification specification supplied to centres.

Please contact Qualifi for more information.

8. Course Regulations

8.1 Course Requirements

All units will be internally assessed using a range of methods. Knowledge-based outcomes can be assessed using non-mandatory assessment tasks (provided in this specification for Tutors' convenience). Skills-based outcomes must be achieved with reference to a real work environment and must include direct observation within the workplace.

8.2 Classification of Awards

These qualifications are pass/fail.

Decisions about the overall achievements of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, based on candidates' overall profile and performance subject to the minimum requirements.

8.3. Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the on-going discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

8.4 Complaints

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information, please contact in the first instance or email: support@QUALIFI-international.com

9 Equality and Diversity

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 <https://www.gov.uk/equality-act-2010-guidance>. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by contacting QUALIFI.

10. Further Professional Development and Training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0) 1158882323

Or email: support@QUALIFI-international.com

Website: www.QUALIFI.net www.QUALIFI-international.com

Appendices

Appendix 1: Unit Descriptors

Unit SST301: Working relationships with children, young people and adults

Unit code: T/618/7802

RQF level: 3

Unit Aim

This unit provides the competence, knowledge and understanding that underpins effective communication and professional relationships with children, young people and adults.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand the principles underpinning the development of positive relationships with children, young people and adults.	1.1. Explain the role of effective communication in the development of positive relationships with children, young people and adults.
	1.2. Explain the features of building relationship with children, young people and adults.
	1.3. Explain the way in which different social, personal and cultural contexts may affect relationships and the way in which people communicate.
2. Communicate with children, young people and adults.	2.1. Use different forms of communication that meet the needs of individual children and young people
	2.2. Adapt their communications with children and young people taking into account their age, stage of development and the context

	2.3. Differentiate between communicating with adults and communicating with children and young people.
	2.4. Manage disagreements with children, young people and adults constructively
	2.5. Establish respectful and trusting relationships with children and young people, encouraging them to make their own choices
	2.6 Provide supportive and realistic responses to children and young people's questions, ideas, suggestions and concerns
	2.7 Treat individuals equally and fairly in compliance with organizational policies and procedures
	2.8 Support children and young people in understanding the value of positive relationships and managing conflict constructively
3. Understand legislation, policies and procedures relating to confidentiality.	3.1. Describe the requirements of policies and procedures relating to confidentiality, data protection and the disclosure of information.
	3.2. Explain the limitations of confidentiality of sharing information
	3.3. Justify the types of situations when confidentiality protocols may be breached.

Delivery Guidance

Learning outcome 2 must be assessed in real work environments by a vocationally competent assessor.

Suggested Resources

Blokdyk, G. 2019 *Enterprise Life Cycles: A Complete Guide*. Plano, 5STARCOOKS.

CIPD. 2011 *UK highlights: global leadership forecast 2011*. London, CIPD.

Davies, P, W, F. 2007 *Current Issues in Business Ethics*, London, Routledge.

Daft, R, L. 2014 *The Leadership Experience*. Stamford, Cengage Learning.

Edmondson, A, C. 2018 *The Fearless Organisation: Creating Psychological Safety for Learning, Innovation and Growth*. New Jersey, Wiley.

Gill, R. 2011 *Theory and Practice of Leadership*, 2nd Edition. London, Sage.

Gold, J. Thorpe, R. Mumford, A. 2010 *Leadership and Management Development*. London, CIPD.

Mazzarol, T. Reboud, S. 2020 *Entrepreneurship & Innovation: Theory, Practice & Context*. New York, Springer.

Unit SST302: Schools as business organisations

Unit code: A/618/7803

RQF level: 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.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand the structure of education from early years to post-compulsory education.	1.1. Explain children's entitlement to education and provision for early years education. 1.2. Describe the features of different types of schools in relation to educational stage(s) and school governance. 1.3. Describe the for young people and adults after 16 years old
2. Understand the organisation of schools in relation to roles and responsibilities.	2.1. Explain the strategic purpose of a range of roles including school governors, the senior management team, teachers, other statutory roles e.g., SENCO and support staff roles. 2.2. Explain the roles of other professionals who may work with a school e.g., educational psychologist.
3. Understand a school's ethos, mission, aims and values.	3.1. Explain the way in which the ethos, mission, aims and values of a school is manifested in working practices. 3.2. Evaluate different methods of communicating a school's ethos, mission, aims and values.
4. Understand the requirements of the legislation that affect schools.	4.1. Describe the laws and codes of practice that affect work within a school 4.2. Explain the way in which legislation affects schools 4.3. Explain the roles of education-related regulatory bodies that monitor and enforce legislative requirements

	<p>4.4. Explain the purpose of school policies and procedures.</p> <p>4.5 Describe the policies and procedures for staff; pupil welfare; teaching and learning; equality, diversity and inclusion; parental engagement</p>
<p>5 Understand the context in which schools operate.</p>	<p>5.1. Explain the roles and responsibilities of national and local government in relation to educational policy and practice.</p> <p>5.2. Explain the role of schools in relation to policies relating to children, young people and families.</p> <p>5.3. Explain the roles of other organisations that work with children and young people and how these may have an impact on the work of schools.</p>

Suggested Resources

Antonaras, A. Dekonlo, P. 2018 *Cases on Corporate Social Responsibility & Contemporary Issues in Organisations*. Hershey, Business Science Reference.

Bocken, N. Retala, P. Albareda, S. 2019 *Innovation for Sustainability: Business Transformations towards a Better World*. Palgrave Macmillan.

Unit SST303: Support for learning activities

Unit code: F/618/7804

RQF Level: 3

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.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Be able to contribute to planning learning activities.	1.1. Explain the way in which a learning support practitioner may contribute to the planning, delivery and review of learning activities.
	1.2. Evaluate their own strengths and weaknesses in relation to supporting learning activities and how these may have an impact on the support that can be provided including literacy, numeracy and ICT
	1.3 Develop a plan for improving own knowledge, understanding and skills in literacy, numeracy and ICT.
	1.4. Offer constructive suggestions for their own role in supporting planned learning activities.
	1.5 Obtain the information required to support learning activities.
2. Be able to prepare for learning activities.	2.1. Prepare the resources required for the planned learning activities in compliance with agreed requirements
	2.2. Adapt resources to meet the needs of learners.
	2.3. Ensure that the learning environment meets health, safety, security and access requirements

3. Be able to support learning activities.	3.1. Adhere to learning support strategies that meet the needs of learners.
	3.2. Explain the way in which social and organizational relationships may affect the learning process.
	3.3. Balance the needs of individuals and groups of learners
	3.4. Encourage learners to take responsibility for their own learning.
	3.5. Supporting learners to develop their skills in literacy; numeracy; ICT; problem solving.
	3.6. Explain the sorts of problems that might occur when supporting learning activities and ways to deal with them
4. Be able to report on learner participation and progress.	4.1. Monitor learners' responses to learning activities in accordance with agreed requirements
	4.2. Assess how well learners are participating in activities and the progress that 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 role of evaluating learning activities.
	<p>5.2. Use the outcomes of observations and assessments to:</p> <ul style="list-style-type: none"> • provide feedback to learners and teachers on the progress that they have made • provide the teacher with constructive feedback on learning activities • improve their own performance in supporting learning activities.

Delivery Guidance

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

Suggested Resources

Chen, J. 2009 *Essentials of Foreign Exchange Trading*. Chichester, Wiley.

Chisholm, A. 2004 *Derivatives Demystified: A Step-by-Step Guide to Forwards, Futures and Options*. Chichester, Wiley

Hull, J.C. 2008 *Options, Futures and Other Derivatives*. Harlow, Pearson Education.

Kolb, R.W. and Overdahl, J. 2007 *Futures, Options and Swaps 5th Edition*. London, Basil Blackwell.

Natenberg, S. 2009 *Basic Option Volatility Strategies: Understanding Popular Pricing Models*. Marketplace Books.

Pilbeam, K. 2010 *Finance and Financial Markets, 3rd Edition*. London, Palgrave Macmillan.

McDonald, R. 2007 *Exchange Rate Economics: Theories and Evidence*, Abingdon, Routledge.

Sadr, A. 2009 *Interest Rate Swaps and their Derivatives: A Practitioner's Guide*, Chichester, Wiley

Unit SST304: Promoting positive behaviour to children and young people

Unit code: J/618/7805

RQF Level: 3

Unit Aim

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

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand policies and procedures for promoting positive behaviour to children and young people.	1.1. Describe the requirements of local policies and procedures relevant to promoting c positive behaviour to childrenand young people
	1.2. Evaluate the way in which local policies and procedures support children and young people to feel safe; to make a positive contribution; to develop social and emotional skills and understand expectations and limits.
2. Be able to promote positive behaviour.	2.1. Explain the benefits of promoting positive aspects of behaviour.
	2.2. Establish ground rules with children and young people which underpin expected behaviour and respect for others.
	2.3. Provide realistic, consistent and supportive responses to children and young people's behaviour.
	2.4. Provide a role model for the standards of behaviour expected of children, young people and adults
3. Be able to manage inappropriate behaviour.	3.1. Minimize disruption caused by the inappropriate behaviour of children and young people.

	3.2. Manage inappropriate behaviour in line with local policies and procedures
	3.3. Apply rules and boundaries consistently and fairly, taking into account the age, needs and abilities of children and young people.
	3.4. Explain the sorts of behaviour and 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. Identify patterns and triggers which may lead to inappropriate behavioural responses
	4.2. Apply agreed strategies for dealing with challenging behaviour in line with local policies and procedures and take action to pre-empt, divert or diffuse potential problems arising
	4.3. Manage risks to themselves and others' safety when dealing with challenging behaviour.
	4.4. Take immediate action that is appropriate for dealing with bullying, harassment or oppressive behaviour in line with local policies and procedures
5. Be able to contribute to reviews of behaviour and behaviour policies.	5.1. Support children and young people to review their behaviour and the impact of this on others, themselves and the environment.
	5.2. Support children and young people with behavioural difficulties to identify and agree behaviour targets.
	5.3. Contribute to reviews of policies relating to behaviour including bullying, attendance and the effectiveness of rewards and sanctions within the scope of their competence, knowledge, experience and role
	5.4. Provide clear feedback on the effectiveness of behaviour management strategies to inform policy review and development.

Delivery Guidance

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

Suggested Resources

Aycan, Z. Kawungo, R. Mendonca, M. 2014 *Organisation & Management in Cross Cultural Context*. London, Sage Publication.

Lopez, A, E. 2016 *Culturally Responsive and Socially Just Leadership in Diverse Contexts: From Theory to Action*. London, Palgrave Macmillan.

Unit SST305: Promoting equality, diversity and inclusion when working with children and young people

Unit code: L/618/7806

RQF Level: 3

Unit Aim

This unit provides the knowledge, understanding and skills needed to promote equality, diversity and inclusion when working with children and young people. It requires competence in promoting equality, diversity, and supporting inclusion.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Be able to promote equality and diversity in work with children and young people.	1.1. Describe the requirements of legislation and codes of practice that are relevant to the promotion of equality and valuing of diversity.
	1.2. Explain the role of promoting the rights of all children and young people to participation and equality of access.
	1.3. Interact with children and young people in a way that values diversity and respects cultural, religious and ethnic differences.
	1.4. Apply principles of equality, diversity and anti-discriminatory practice in their own work with children and young people.
2. Understand the impact of prejudice and discrimination on children and young people.	2.1. Explain different ways in which children and young people might experience prejudice and discrimination.
	2.2. Analyse the impact of prejudice and discrimination on children and young people.
	2.3. Evaluate how their own attitudes, values and behaviour might have an impact on children and young people.

	2.4. Explain ways of promoting anti- discriminatory practice
3. Be able to support inclusion and inclusive practices in work with children and young people.	3.1. Explain the features of inclusion in relation to inclusive practices.
	3.2. Identify barriers to children and young people’s participation
	3.3. Support inclusion and inclusive practices in their own work with children and young people.

Delivery Guidance

Learning outcomes 1 and 3 must be assessed in real work environments by a vocationally competent assessor.

Suggested Resources

Haslan, S. Shenoy, B. 2016 *Strategic Decision Making: A discovery led approach to critical choices in turbulent times*. London, Koran Page.

Hopkins, P. 2018 *Fundamentals of Risk Management: Understanding, Evaluating, & Implementing Effective Risk Management; 5th Edition*. London, Kogan Page.

Unit SST306: Support for assessment for learning

Unit code: R/618/7807

RQF Level: 3

Unit Aim

This unit provides the knowledge, understanding and skills to provide support for assessment for learning. It requires 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.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand the role and features of assessment for learning.	1.1. Differentiate the roles of teacher and learning support practitioner in the assessment of learners' achievements.
	1.2. Differentiate between formative and summative assessment.
	1.3. Explain the features of assessment for learning.
	1.4. Distinguish between assessment for learning and assessment of learning
	1.5. Explain how assessment for learning can contribute to planning for future learning carried out by teachers, learners and learning support practitioners
2. Be able to use assessment strategies to promote learning.	2.1. Clarify personal learning goals and the criteria for assessing learners' progress

	<p>2.3. Use assessment opportunities and strategies to make informed judgements about learners' participation and progress</p>
	<p>2.4. Give constructive feedback to learners to enable them to identify their strengths and areas for development</p>
<p>3. Provide support to learners to review their learning strategies</p>	<p>3.1. Help learners to review their learning strategies, achievements and future learning needs based on monitoring information</p>
	<p>3.2. Encourage learners to communicate their needs and ideas for future learning.</p>
	<p>3.3. Support learners to use peer assessment and self-assessment to evaluate their learning achievements.</p>
	<p>3.4. Support learners to reflect on their learning; identify their progress, emerging learning needs and the strengths and weaknesses of their learning strategies</p>
	<p>3.5. Support learners to develop plans that address their progress, emerging learning needs and the strengths and weaknesses of their learning strategies</p>
<p>4. Be able to contribute to reviewing assessment for learning.</p>	<p>4.1. Provide teachers with feedback on learners' participation and progress; engagement in and responses to assessment for learning and progress in taking responsibility for their own learning.</p>
	<p>4.2. Use the outcomes of assessment for learning to reflect on and improve their own contribution to supporting learning.</p>

Delivery Guidance

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

Suggested Resources

Chapelle, A. Hillson, D. 2016 *The Risk Management Handbook: A practical guide to managing multiple dimensions of risk*. London, Kogan Page.

Haslan, S. Shenoy, B. 2016 *Strategic Decision Making: A discovery led approach to critical choices in turbulent times*. London, Koran Page.

Hopkins, P. 2018 *Fundamentals of Risk Management: Understanding, Evaluating, & Implementing Effective Risk Management; 5th Edition*. London, Kogan Page.

Unit SST307: Understanding children's and young people's development

Unit code: Y/618/7808

RQF Level: 3

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.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand the expected pattern of development for children and young people from birth - 19 years.	1.1. Describe the sequence and rate of each aspect of development from birth – 19 years.
	1.2. Differentiate between the sequence of development and rate of development and why the difference is important.
	1.3. Explain how children and young people's development is influenced by a range of personal and external factors.
	1.4. Explain the way in which theories of development and frameworks to support development influence current practice.
2. Understand how to monitor children and young people's development.	2.1. Explain different methods of monitoring children's and young people's development
	2.2. Explain the reasons why children and young people's development may not follow the expected pattern.
	2.3. Explain the way in which a child's disability may affect their development.

	2.4. Explain the way in which different types of interventions can promote positive outcomes for children and young people where their development is not following the expected pattern.
	2.5. Describe the interventions that should take place if a child's development is not following the expected pattern.
3 Understand the value of early intervention to support the communication needs of children and young people.	3.1. Explain the role of early identification of delays and disorders in the development of speech, language and communication and the potential risks associated with late recognition.
	3.2. Explain the way in which multi-agency teams collaborate to support communication.
	3.3. Explain the way in which play, and activities can be used to support the development of speech, language and communication.
4. Understand the potential effects of transitions on children and young people's development.	4.1. Explain the way in which different types of transitions can affect the development of children and young people
	4.2. Evaluate the effects of positive relationships on children and young people during periods of transition.

Suggested Resources

Chapelle, A. Hillson, D. 2016 *The Risk Management Handbook: A practical guide to managing multiple dimensions of risk*. London, Kogan Page.

Haslan, S. Shenoy, B. 2016 *Strategic Decision Making: A discovery led approach to critical choices in turbulent times*. London, Koran Page.

Hopkins, P. 2018 *Fundamentals of Risk Management: Understanding, Evaluating, & Implementing*

Unit SST308: Principles of safeguarding the well-being of children and young people

Unit code: D/618/7809

RQF Level: 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.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people.	1.1. Explain the requirements of legislation, guidelines, policies and procedures within their own UK country that affect the safeguarding of children and young people and how these are reflected into organisational policies and procedures
	1.2. Explain the role and scope of child protection in context of safeguarding children and young people.
	1.3. Analyse the way in which national and local guidelines, policies and procedures for safeguarding affect working with children and young people.
	1.4. Explain when and why inquiries and serious case reviews are required and the way in which the sharing of the findings informs practice.
2. Understand the role and nature of partnership working with other organisations for safeguarding purposes	2.1. Explain the need for safeguarding children and young people.
	2.2. Explain the value 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 different organisations that may be involved when a child or young person has been abused or harmed.
3. Understand ways of responding to concerns that a child or young person may have been abused, harmed or bullied	3.1. Describe the indicators that may cause concern in the context of safeguarding.
	3.2. Describe the actions to be taken if a child or young person alleges harm or abuse
	3.3. Explain the rights of children, young people and their carers in situations where harm or abuse is suspected or alleged.
	3.4. Explain different ways in which bullying might manifest itself and its potential effects
	3.5. Explain the support available to a child or young person and/or their family when bullying is suspected or alleged.
4. Understand how to support children and young people to maintain their safety and wellbeing.	4.1. Explain ways of supporting children and young people's self-confidence and self-esteem and the reasons for doing this
	4.2 Explain the role of ensuring that children and young people develop strategies to protect themselves and make their own decisions about safety.
5. Understand the importance of e-safety for children and young people.	5.1. Explain the risks and possible consequences for children and young people of online activity and of using a mobile 'phone.
	5.2. Describe ways of reducing risks to children and young people from social networking; use of the internet; making online purchases and using a mobile 'phone.

Suggested Resources

Chapelle, A. Hillson, D. 2016 *The Risk Management Handbook: A practical guide to managing multiple dimensions of risk*. London, Kogan Page.

Haslan, S. Shenoy, B. 2016 *Strategic Decision Making: A discovery led approach to critical choices in turbulent times*. London, Koran Page.

Hopkins, P. 2018 *Fundamentals of Risk Management: Understanding, Evaluating, & Implementing*

Unit SST39: Supporting the health and safety of children and young people

Unit code: R/618/7810

RQF Level: 3

Unit Aim

This unit provides the knowledge, understanding and competence required to support the health and safety of children and young people. It requires a competence in recognising hazards and undertaking risk assessments in the work setting.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand how to plan and provide environments and services that support the health and safety of children and young people	1.1. Describe the factors to be taken into account when planning healthy and safe environments and services.
	1.2. Explain ways in which health and safety is monitored and maintained
	1.3. Describe sources of guidance for planning healthy and safe environments and services.
	1.4. Explain the way in which health and safety legislation, policies and procedures are implemented at work
2. Be able to manage risks to health, safety and security at work	2.1. Identify potential hazards to the health, safety and security of children or young people, families and other visitors and colleagues.
	2.2. Deal with hazards in the workplace and in off site visits in accordance with organizational procedures
	2.3. Undertake a health and safety risk assessment in their own workplace or service showing the way in which its implementation will reduce risk.

	2.4. Explain which in which other people in the workplace may be made aware of risks and hazards
	2.5. Explain the way in which health and safety risk assessments are monitored and reviewed.
	2.6. Explain ways in which children and young people can be encouraged to assess and manage risk for themselves.
3. Understand how to respond to accidents, incidents, emergencies and illness in work settings and off-site visits.	3.1. Explain the policies and procedures of the workplace or service in response to accidents, incidents, emergencies and illness.
	3.2. Identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies.

Delivery Guidance

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

Suggested Resources

Chapelle, A. Hillson, D. 2016 *The Risk Management Handbook: A practical guide to managing multiple dimensions of risk*. London, Kogan Page.

Haslan, S. Shenoy, B. 2016 *Strategic Decision Making: A discovery led approach to critical choices in turbulent times*. London, Koran Page.

Hopkins, P. 2018 *Fundamentals of Risk Management: Understanding, Evaluating, & Implementing*

Unit SST310: Personal development in health, social care or children’s and young people’s settings

Unit code: Y/618/7811

RQF level: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, both of which are fundamental to such roles.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand the competence requirements of their own work role.	1.1. Describe the duties and responsibilities of their own work role.
	1.2. Explain their expectations about their own work role against relevant standards.
2. Be able to reflect on their own practice.	2.1. Explain the features and requirements of reflective practice in continuous improvement of the quality of services provided.
	2.2. Reflect on their own practice using recommended self-reflexive techniques
	2.3. Describe the way in which their own values, belief systems and experiences may affect working practice.
	2.4. Use feedback to inform their own performance
	2.5. Evaluate the way in which learning activities have affected practice.
	2.6. Evaluate their own knowledge, performance and understanding against relevant standards and identify strengths and areas for development
3. Be able to agree a personal development plan.	3.1. Use a range of sources of support for planning and reviewing their own development.

	3.2. Collaborate with others in prioritising their own learning needs, professional interests and development opportunities.
	3.3 Explain the features and uses of a Personal Development Plan (PDP)

Suggested Resources

Chapelle, A. Hillson, D. 2016 *The Risk Management Handbook: A practical guide to managing multiple dimensions of risk*. London, Kogan Page.

Haslan, S. Shenoy, B. 2016 *Strategic Decision Making: A discovery led approach to critical choices in turbulent times*. London, Koran Page.

Hopkins, P. 2018 *Fundamentals of Risk Management: Understanding, Evaluating, & Implementing*

Unit SST311: Delivering learning activities in collaboration with a teacher

Unit code: D/618/7812

RQF Level: 3

Unit Aim

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

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Be able to plan and prepare learning activities under the supervision of a teacher.	1.1 Explain the objectives, content and intended outcomes of agreed learning activities a 1.2 Explain the way in which the planned learning activities meet statutory and non-statutory requirements for a school's curriculum 1.3 Plan learning activities for individual learners and small groups of learners in accordance with a teacher's direction, using their knowledge of the curriculum and the learners 1.4 Prepare learning activities for individual learners and small groups of learners in accordance with a teacher's direction, using their knowledge of the curriculum and the learners

<p>2. Be able to deliver learning activities.</p>	<p>2.1 Use teaching and learning methods that meet the agreed learning objectives and intended outcomes, maintain learners' motivation and interest and which support and challenge learners</p> <p>2.2 Gather feedback that is appropriate for assessing learners' progress and achievements</p> <p>2.3 Support the inclusion of all learners involved in learning activities in accordance with organizational standards and policies</p> <p>2.4 Manage learning activities in a way that ensures the safety of learners</p> <p>2.5 Support learning activities for a whole class provided through partnership working with a teacher</p>
<p>3. Be able to assess learners' participation and progress.</p>	<p>3.1 Monitor learners' responses to learning activities and their level of their participation and progress in accordance with the plan</p> <p>3.2 Modify activities to meet learners' identified needs and achievements</p> <p>3.3 Use monitoring outcomes to provide learners with focused support and feedback</p> <p>3.4 Evaluate learners' progress against the intended learning outcomes through the use of a range of assessment techniques</p>

Suggested Resources

Woolley, N.N. and Jarvis, Y. (2007). Situated cognition and cognitive apprenticeship: A model for teaching and learning clinical skills in a technologically rich and authentic learning environment. *Nurse Education Today*, 27(1), pp.73–79.

Carl, A.E. (2009). *Teacher Empowerment Through Curriculum Development: Theory into Practice*. [online] *Google Books*. Juta and Company Ltd. Available at: <https://books.google.com/books?hl=en&lr=&id=KHck3Qlyu0kC&oi=fnd&pg=PR11&dq=Plan+and+deliver+learning+activities+under+the+direction+of+a+teacher&ots=fNv9UMGFzJ&sig=59EDkseBsyYPvOkQlGmtz0c3e50> [Accessed 18 Jun. 2021].

Grow, G.O. (1991). Teaching Learners to Be Self-Directed. *Adult Education Quarterly*, 41(3), pp.125–149.

Unit SST12: Supporting gifted learners

Unit code: H/618/7813

RQF Level: 3

Unit Aim

This unit provides the knowledge, understanding and skills to support gifted learners. It requires competence in supporting the planning and delivery of learning programmes and activities that meet the learning needs of learners. The unit also involves supporting learners to evaluate their own learning strategies and achievements, plan future learning and signposting learners to other opportunities that are capable of developing further their particular gifts.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Be able to contribute to planning learning programmes for gifted learners.	<ul style="list-style-type: none">1.1 Analyse the gifts and learning needs of gifted learners1.2 Identify sources of support for gifted learners both internally and externally1.3 Contribute to planning learning activities and programmes based on their knowledge of learners and the curriculum that meet the needs of gifted learners1.4 Identify acceleration, extension and enrichment activities that meet the needs of gifted learners1.5 Develop learning activities based on the planned learning objectives that:<ul style="list-style-type: none">a) add breadth and depthb) accelerate the pace of learningc) develop higher order learning skillsd) promote independent learninge) support self-evaluation1.6 Prepare learning resources relevant to the learners' needs, interests and abilities and the enriched teaching and learning objectives in

	accordance with the plan
2. Be able to support learning activities for gifted learners.	<p>2.1 Use a range of strategies that ensure the active participation of gifted learners in learning activities</p> <p>2.2 Support the learning process in collaboration with learners</p> <p>2.3 Support learners in evaluating the extent to which the learning activities enabled them to meet their learning objectives</p> <p>2.4 Encourage learners to evaluate their learning strategies and achievements and plan future learning against agreed plans and objectives</p>

Suggested Resources

Pfeiffer, S.I. (2002). Identifying Gifted and Talented Students. *Journal of Applied School Psychology*, 19(1), pp.31–50.

Tirri, K. and Kuusisto, E. (2013). How Finland Serves Gifted and Talented Pupils. *Journal for the Education of the Gifted*, 36(1), pp.84–96.

Reis, S.M. and McCoach, D.B. (2002). Underachievement in Gifted and Talented Students with Special Needs. *Exceptionality*, 10(2), pp.113–125.

Unit SST313: Supporting children's communication

Unit code: K/618/7814

RQF Level: 3

Unit Aim

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

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a student will:	Assessment of this learning outcome will require a student to demonstrate that they can:
1. Understand the importance of speech, language and communication for a child's development.	1.1 Differentiate between the term's 'speech', 'language' and 'communication' 1.2 Explain the way in which speech, language and communication skills support a child's intellectual, social and emotional development. 1.3 Describe the features of common speech, language and communication difficulties experienced by children. 1.4 Explain the role of adults and their positive effects on supporting the speech, language and communication development of children in early years provision. 1.5 Explain the way in which varying levels of speech and language development in children entering early years provision should be taken into account during settling in and planning.

<p>2. Be able to provide support for the development of children’s communication.</p>	<p>2.1 Use a range of methods that support the speech, language and communication development of children taking into account their age; specific needs; abilities; home language where this is different from that of the setting and their interests</p> <p>2.2 Encourage the development of speech, language and communication in young children through day-to-day activities, working both one-to-one and in groups</p> <p>2.3 Evaluate the effectiveness of support for speech, language and communication for children in a school</p>
<p>3 Understand the role of the environment in supporting the development of communication skills.</p>	<p>3.1 Explain the role of the environment in supporting the development of speech, language and communication</p> <p>3.2 Analyse the factors that contribute to a supportive environment for developing speech, language and communication</p> <p>3.3 Assess the effectiveness of the environment in supporting the development of children’s speech, language and communication</p>

Suggested Resources

Dockrell, J., Lindsay, G., Roulstone, S. and Law, J. (2014). Supporting children with speech, language and communication needs: an overview of the results of the Better Communication Research Programme. *International Journal of Language & Communication Disorders*, 49(5), pp.543–557.

Jopling, M., Whitmarsh, J. and Hadfield, M. (2013). The challenges of evaluation: assessing Early Talk’s impact on speech language and communication practice in children’s centres. *International Journal of Early Years Education*, 21(1), pp.70–84.

Dockrell, J.E. and Howell, P. (2015). Identifying the challenges and opportunities to meet the needs of children with speech, language and communication difficulties. *British Journal of Special Education*, 42(4), pp.411–428.