Apprenticeships for supporting teaching and learning in schools

Personal learning and thinking skills (PLTS) workbook

tda

developing people, improving young lives

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1. Introduction

Purpose

This workbook has been produced by the Training and Development Agency for Schools (TDA) to help the learner evidence the personal learning and thinking skills (PLTS) component of the apprenticeship frameworks for supporting teaching and learning in schools. The workbook applies to apprenticeship programmes in England, where PLTS is a mandatory component. Although not formally assessed or separately certificated, evidence of completion, signed by the provider, employer and apprentice must be provided in order to obtain an apprenticeship completion certificate.

What are PLTS?

PLTS provide a framework for describing the qualities and skills needed for success in learning and life. The framework comprises six groups of skills that, together with the functional skills of English, mathematics and information and communication technology (ICT), are essential to success in learning, life and work. The framework captures the essential skills of managing self, managing relationships with others, and managing own learning, performance and work.

Each group has a focus statement which sums up the range of skills and qualities involved. The focus statement is accompanied by a set of outcome statements that describe the relevant skills, behaviours and personal qualities.

The framework is as follows:

Independent enquirers (IE)

This is about processing and evaluating information in investigations, planning what to do and how to go about it. It is about making informed and well-reasoned decisions, recognising that others have different beliefs and attitudes. Learners will demonstrate the following:

IE 1 - identify questions to answer and problems to resolve
IE 2 - plan and carry out research, appreciating the consequences of decisions
IE 3 - explore issues, events or problems from different perspectives
IE 4 - analyse and evaluate information, judging its relevance and value
IE 5 - consider the influence of circumstances, beliefs and feelings on decisions and events
IE 6 - support conclusions, using reasoned arguments and evidence

Creative thinkers (CT)

This is about generating and exploring ideas, making original connections. It involves trying different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value. Learners will demonstrate the following:

CT 1 - generate ideas and explore possibilities
CT 2 - ask questions to extend their thinking
CT 3 - connect their own and others' ideas and experiences in inventive ways
CT 4 - question their own and others' assumptions
CT 5 - try out alternatives or new solutions and follow ideas through
CT 6 - adapt ideas as circumstances change

Reflective learners (RL)

This is about the learner evaluating their own strengths and limitations, setting realistic goals with criteria for success. It involves monitoring their own performance and progress, inviting feedback from others and making changes to further their learning. Learners will demonstrate the following:

RL 1 - assess themselves and others, identifying opportunities and achievements
RL 2 - set goals with success criteria for their development and work
RL 3 - review progress, acting on the outcomes
RL 4 - invite feedback and deal positively with praise, setbacks and criticism
RL 5 - evaluate experiences and learning to inform future progress
RL 6 - communicate their learning in relevant ways for different audiences

Team workers (TW)

Learners work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes. Learners will demonstrate the following:

TW 1 - collaborate with others to work towards common goals
TW 2 - reach agreements, managing discussions to achieve results
TW 3 - adapt behaviour to suit different roles and situations, including leadership roles
TW 4 - show fairness and consideration to others
TW 5 - take responsibility, showing confidence in themselves and their contribution
TW 6 - provide constructive support and feedback to others

Self managers (SM)

This is about learners organising themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities. Learners will demonstrate the following:

SM 1 - seek out challenges or new responsibilities and show flexibility when priorities change
SM 2 - work towards goals, showing initiative, commitment and perseverance
SM 3 - organise time and resources, prioritising actions
SM 4 - anticipate, take and manage risks
SM 5 - deal with competing pressures, including personal and work-related demands
SM 6 - respond positively to change, seeking advice and support when needed
SM 7 - manage their emotions, and build and maintain relationships

Effective participators (EP)

This is about learners actively engaging with issues that affect them and those around them. They play a full part in the life of their workplace or wider community by taking responsible action to bring improvements for others as well as themselves. Learners will demonstrate the following:

EP 1 - discuss issues of concern, seeking resolution where needed
EP 2 - present a persuasive case for action
EP 3 - propose practical ways forward, breaking these down into manageable steps
EP 4 - identify improvements that would benefit others as well as themselves
EP 5 - try to influence others, negotiating and balancing diverse views to reach workable solutions
EP 6 - act as an advocate for views and beliefs that may differ from their own

The PLTS groups are interconnected so it is likely that apprentices will encounter skills from several groups in any one learning experience. For example, when an apprentice works to improve their own and team practice in schools they will have demonstrated team worker (collaborate with others to work towards common goals), effective participator (identify improvements that would benefit others as well as themselves) and self manager skills (work towards goals, showing initiative, commitment and perseverance).

PLTS mapping

To support delivery, the focus statements of each PLTS group have been mapped to the mandatory units of the Level 2 Certificate in Supporting Teaching and Learning in Schools and the Level 3 Diploma in Specialist Support for Teaching and Learning in Schools. The mapping is a starting point, a guide where at least some PLTS outcomes can be demonstrated, and is not exhaustive. The mapping needs to be supported by the use of this workbook.

Some of the assessment criteria in the Qualifications and Credit Framework (QCF) units have been mapped against the outcome statements identified in the six PLTS groups. The mapping can be found in annexes A and B.

2. Using the PLTS workbook

Using the workbook

The workbook is designed to help providers, employers and apprentices ensure that PLTS within apprenticeship programmes for supporting teaching and learning in schools are achieved. The workbook can be tailored to meet your requirements so long as all aspects are covered by the learner.

The apprentice, assessor and employer will need to complete the PLTS log identifying how and when each of the PLTS outcomes have been demonstrated.

It is anticipated that apprentices will complete the log during the course of their apprenticeship.

Monitoring programmes

The provider should ensure that employers and any other people involved in the delivery of PLTS are provided with a copy of the agreed programme. It is also important to ensure mutual understanding, including apprentices, of the PLTS outcomes and to check this at regular intervals. As a signatory to the PLTS completion form, it is essential that apprentices are given a copy of the agreed PLTS programme in order to monitor and agree satisfactory completion and achievement of the learning outcomes.

As stated above, PLTS are a mandatory component of apprenticeship frameworks. However, there is no requirement for formal assessment. It is the responsibility of the provider and employer to ensure that all aspects of the specified content have been covered. Regular reviews with learners, involving both the provider and the employer, should be carried out to measure progress towards achievement of the PLTS outcomes.

Completion form

Evidence that PLTS have been covered within the apprenticeship programme must be sent with the apprenticeship certification request.

A form is provided at the end of this workbook for this purpose. The form must be signed and dated by the provider, employer and the apprentice to confirm that all aspects of PLTS have been covered. (Please note that the PLTS programme itself is not required to be separately certificated.)

3. PLTS log

The apprentice, assessor and employer will need to complete the PLTS log identifying how and when each of the PLTS outcomes have been demonstrated.

PLTS Log

Name: ……

Intermediate/Advanced Level Apprenticeship in supporting teaching and learning in schools (delete as appropriate)

Independent enquirer

Independent enquirer	Evidence of how and when this skill was demonstrated	Assessor/employer comments
Identify questions to answer and problems to resolve		
Plan and carry out research, appreciating the consequences of decisions		
Explore issues, events or problems from different perspectives		
Analyse and evaluate information, judging its relevance and value		
Consider the influence of circumstances, beliefs and feelings on decisions and events		
Support conclusions, using reasoned arguments and evidence		

PLTS Log

Name: ……

Intermediate/Advanced Level Apprenticeship in supporting teaching and learning in schools (delete as appropriate)

Creative thinkers

Creative thinkers	Evidence of how and when this skill was demonstrated	Assessor/employer comments
Generate ideas and explore possibilities		
Ask questions to extend their thinking		
Connect their own and others' ideas and experiences in inventive ways		
Question their own and others' assumptions		
Try out alternatives or new solutions and follow ideas through		
Adapt ideas as circumstances change		

PLTS Log

Name: ……

Intermediate/Advanced Level Apprenticeship in supporting teaching and learning in schools (delete as appropriate)

Reflective learners

Reflective learners	Evidence of how and when this skill was demonstrated	Assessor/employer comments
Assess themselves and others, identifying opportunities and achievements		
Set goals with success criteria for their development and work		
Review progress, acting on the outcomes		
Invite feedback and deal positively with praise, setbacks and criticism		
Evaluate experiences and learning to inform future progress		
Communicate their learning in relevant ways for different audiences		

PLTS Log

Name: ……

Intermediate/Advanced Level Apprenticeship in supporting teaching and learning in schools (delete as appropriate)

Team workers

Team workers	Evidence of how and when this skill was demonstrated	Assessor/employer comments
Collaborate with others to work towards common goals		
Reach agreements, managing discussions to achieve results		
Adapt behaviour to suit different roles and situations, including leadership roles		
Show fairness and consideration to others		
Take responsibility, showing confidence in themselves and their contribution		
Provide constructive support and feedback to others		

PLTS Log

Name: ……

Intermediate/Advanced Level Apprenticeship in supporting teaching and learning in schools (delete as appropriate)

Self managers

Self managers	Evidence of how and when this skill was demonstrated	Assessor/employer comments
Seek out challenges or new responsibilities and show flexibility when priorities change		
Work towards goals, showing initiative, commitment and perseverance		
Organise time and resources, prioritising actions		
Anticipate, take and manage risks		
Deal with competing pressures, including personal and work related demands		
Respond positively to change, seeking advice and support when needed		
Manage their emotions, and build and maintain relationships		

PLTS Log

Name: ……

Intermediate/Advanced Level Apprenticeship in supporting teaching and learning in schools (delete as appropriate)

Effective participators

Effective participators	Evidence of how and when this skill was demonstrated	Assessor/employer comments
Discuss issues of concern, seeking resolution where needed		
Present a persuasive case for action		
Propose practical ways forward, breaking these down into manageable steps		
Identify improvements that would benefit others as well as themselves		
Try to influence others, negotiating and balancing diverse views to reach workable solutions		
Act as an advocate for views and beliefs that may differ from their own		

4. Completion form

We confirm that all of the outcome statements for PLTS as identified in the PLTS log issued by the Training and Development Agency for Schools (TDA) have been met by the apprentice named below:

Apprentice

Name:

Signature: Date:

Employer/line manager

Name:

Position:

Organisation:

Signature: Date:

Training Provider

Name:

Position:

Organisation:

Signature: Date:

Please ensure that a signed and dated copy of this form is sent with the certification request form and other evidence of achievements for issue of the apprenticeship completion certificate.

Annex A – Mapping PLTS to the mandatory units of the Level 2 Certificate in Supporting Teaching and Learning in Schools

Unit and Assessment Criteria	IE	CT	RL	TW	SM	EP
Child and young person development						
1.2 Describe with examples how different aspects of development can affect one another		CT3				
2.2 Describe with examples the importance of recognising and responding to concerns about children and young people's development		CT1				
3.3 Describe with examples how transitions may affect children and young people's behaviour and development	IE5 & IE6					
Safeguarding the welfare of children and young people						
1.1 Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety	IE4					
1.2 Describe the roles of different agencies involved in safeguarding the welfare of children and young people	IE4			TW1		
2.2 Describe the actions to take when children or young people are ill or injured		CT1				
2.4 Describe the actions to take in response to emergency situations, including fires, security incidents and missing children or young people		CT1				
3.2 Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies		CT1				
3.3 Describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self harm) or bullied, or maybe at risk of harm, abuse or bullying				TW1		
3.4 Describe the actions to take in response to concerns that a colleague may be: a. failing to comply with safeguarding procedures b. harming, abusing or bullying an child or young person				TW5		EP1
Communication and professional relationships with children, young people and adults						
1.3 Describe how to deal with disagreements between children and young people				TW1		
1.4 Describe how own behaviour could: a. promote effective interactions with children and young people b. impact negatively on interactions with children and young people			RL1	TW3		
2.1 Describe how to establish respectful, professional relationships with adults		CT1 & CT3		TW1		

Unit and Assessment Criteria	IE	CT	RL	TW	SM	EP
2.2 Describe the importance of adult relationships as role models for children and young people				TW1		
3.2 Describe the main differences between communicating with adults and communicating with children and young people			RL4			
3.4 Describe how to adapt communication to meet different communication needs			RL3 & RL6	TW3		EP4
3.5 Describe how to deal with disagreements between: a. the practitioner, and children and young people b. the practitioner and other adults		CT4		TW2		EP1
Equality, diversity and inclusion 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	IE4					
1.3 Describe the importance and benefits of valuing and promoting cultural diversity in work with children and young people						EP6
2.1 Describe ways in which children and young people can experience prejudice and discrimination	IE5	CT1 & CT3				
2.2 Describe the impact of prejudice and discrimination on children and young people		CT1				
2.3 Assess how own attitudes, values and behaviour could impact on work with children and young people		CT4	RL1			
2.4 Describe the importance of promoting anti-discriminatory practice in work with children and young people				TW1		
2.5 Describe how to challenge discrimination				TW4 & TW5		EP5
3.3 Describe how inclusion works in own sector of the children's workforce	IE4					
Help improve own and team practice in schools						
1.1 Take note of children and young people's responses to own practice			RL4 & RL5			
1.2 Ask for constructive feedback on own practice from colleagues			RL4			
1.3 Take note of responses to own practice from **others**			RL3 & RL4			
1.4 Evaluate all aspects of own practice			RL1 & RL5			
2.1 Identify possible development opportunities relevant to improving own practice			RL5		SM1	

Unit and Assessment Criteria	IE	CT	RL	TW	SM	EP
2.2 Describe the importance of continuing professional development			RL6			
2.3 Work with an appropriate person to: a. identify own strengths, and areas where practice could improve b. plan ways in which practice could improve c. identify goals and targets			RL1, RL2, RL3, RL5	TW1	SM2, SM3, SM5	
2.4 Take part in continuing professional development that is relevant to own goals and targets			RL2		SM2 & SM5	
2.5 Review own personal development			RL3 & RL4		SM2 & SM5	
2.6 Identify new areas of skill and knowledge to achieve new goals and targets			RL2 & RL5		SM2	
3.1 Describe why team work is important in schools	IE3					
3.2 Describe the purpose and objectives of the team in which they work	IE3					
3.3 Describe own role and responsibilities and those of others in the team	IE3					
3.4 Describe the importance of respecting the skills and expertise of other practitioners	IE3					
4.1 Support the purpose and objectives of the team				TW1		
4.2 Carry out own role and responsibilities within the team				TW1		
4.3 Communicate clearly with team members and others, making sure they have the information they need				TW5 & TW6		
4.4 Interact with others in a way that supports good team work		CT3		TW1, TW2, TW3, TW4, TW5		EP5
4.5 Identify and suggest ways in which the team could improve its work, challenging existing practice where necessary	IE6	CT1		TW5 & TW6		EP3 & EP4
4.6 Respond to differences of opinion and conflict constructively				TW1, TW2, TW3, TW4, TW6		
4.7 Seek advice and support from relevant people when needed					SM5 & SM6	EP1

Unit and Assessment Criteria	IE	CT	RL	TW	SM	EP
Maintain and support relationships with children and young people						
2.1 Demonstrate how to establish rapport and respectful, trusting relationships with children and young people				TW3		
2.2 Give attention to individual children and young people in a way that is fair to them and the group as a whole				TW3		
3.1 Support children and young people to communicate effectively with others			RL6			
3.2 Encourage children and young people to understand other people's individuality, diversity and differences	IE5		RL6			EP5
3.3 Help children and young people to understand and respect other people's feelings and points of view	IE5		RL6			EP2 & EP5
3.4 Support children and young people to develop group agreements about the way they interact with others				TW1		EP2 & EP5
3.5 Demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves				TW1		
Support children and young people's health and safety						
2.2 Demonstrate how to deal with hazards to minimise risks to health, safety and security of children and young people					SM4	
4.2 Follow the setting's procedures for dealing with emergency situations				TW1		
Support children and young people's positive behaviour						
1.1 Describe the **policies and procedures** of the setting relevant to promoting children and young people's positive behaviour	IE4					
1.2 Describe with examples the importance of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting	IE3 & IE6			TW1		
2.2 Apply skills and techniques for supporting and encouraging children and young people's positive behaviour		CT1 & CT3				
2.4 Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting					SM2	EP5
3.1 Select and apply agreed strategies for dealing with inappropriate behaviour		CT1 & CT3				
3.2 Describe the sorts of behaviour problems that should be referred to others and to whom these should be referred				TW5		

Unit and Assessment Criteria	IE	CT	RL	TW	SM	EP
Support learning activities						
1.1 Describe how a learning support practitioner may contribute to the planning, delivery and review of learning activities		CT1				
1.2 Identify own strengths and weaknesses in relation to supporting learning activities and how these may impact on the support that can be provided			RL1			
1.3 Use own knowledge of the learners and curriculum to contribute to the teacher's planning			RL5	TW1		
1.4 Identify and obtain the information required to support learning activities	IE1 & IE4					
1.5 Identify and agree with the teacher the opportunities for using information and communication technology to support learning	IE1 & IE4	CT6	RL1 & RL5	TW1		
2.2 Adapt resources as directed by the teacher to meet the needs of learners		CT3		TW1		
2.3 Ensure the learning environment meets relevant health, safety, security and access requirements	IE4					
3.1 Use a range of learning support strategies to meet the needs of learners	IE5			TW3	SM2	
3.2 Apply skills and techniques to engage and motivate learners	IE5			TW3	SM2	
3.4 Describe the sorts of problems that might occur when supporting learning activities and how to deal with these			RL5			EP5
4.2 Assess how well learners are participating in activities and the progress they are making	IE4		RL1	TW6		
4.3 Record observations and assessments of learner participation and progress in the required format			RL3	TW1 & TW6		
5.1 Describe the importance of evaluating learning activities		CT1				
5.2 Provide constructive feedback on learning activities in discussion with the teacher				TW1 & TW6		
5.3 Identify any difficulties encountered in supporting the learning activities	IE3		RL1 & RL3			
5.4 Provide the teacher with feedback on learners' participation and progress				TW1		
6.1 Identify ways in which own knowledge, understanding and skills in literacy, numeracy and ICT impact on practice		CT1, CT3 & CT5	RL1, RL3 & RL5			
6.2 Identify opportunities to improve own knowledge, understanding and skills in literacy, numeracy and ICT		CT1, CT3 & CT5	RL1, RL3 & RL5			

Annex B - Mapping PLTS to the mandatory units of the Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

Unit and Assessment Criterion	IE	CT	RL	TW	SM	EP
Communication and professional 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	IE3 & IE4					
1.2 Explain the principles of relationship building with children, young people and adults	IE6					
1.3 Explain how different social, professional and cultural contexts may affect relationships and the way people communicate	IE5					
2.2 Explain how to adapt communication with children and young people for: a. the age of the child or young person b. the context of the communication c. communication differences		CT6				
2.3 Explain the main differences between communicating with adults and communicating with children and young people	IE5	CT6	RL6			
2.4 Explain how to adapt communication to meet different communication needs of adults		CT6				
2.5 Explain how to manage disagreements with children, young people and adults				TW2 & TW5		
3.2 Explain the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this	IE3					
3.3 Justify the kinds of situation when confidentiality protocols must be breached	IE4, IE5 & IE6					
Schools as organisations						
1.1 Summarise entitlement and provision for early years education		CT1				
1.2 Explain the characteristics of the different types of schools in relation to educational stage(s) and school governance		CT1				
3.1 Explain how the ethos, mission, aims and values of a school may be reflected in working practices	IE4					
3.2 Evaluate methods of communicating a school's ethos, mission, aims and values	IE4					
5.3 Evaluate how school policies and procedures may be developed and communicated	IE4					

Unit and Assessment Criterion	IE	CT	RL	TW	SM	EP
Support learning activities						
1.1 Explain how a learning support practitioner may contribute to the planning, delivery and review of learning activities			RL1			
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	IE4		RL1			
1.3 Use knowledge of the learners and curriculum to contribute to the teacher's planning			RL3	TW1 & TW5		
1.4 Offer constructive suggestions for own role in supporting planned learning activities				TW6		
1.5 Identify and obtain the information required to support learning activities	IE5					
2.2 Develop and adapt resources to meet the needs of learners		CT1				
3.2 Explain how social organisations and relationships may affect the learning process	IE5					
3.3 Give attention to learners in a way that balances the needs of individuals and the group as a whole				TW3		
3.4 Demonstrate ways of encouraging learners to take responsibility for their own learning				TW1, TW5 & TW6		
3.5 Demonstrate ways of supporting learners to develop: a. literacy skills b. numeracy skills c. ICT skills d. problem solving skills				TW5 & TW6	SM2	
3.6 Explain the sorts of problems that might occur when supporting learning activities and how to deal with these	IE1, IE2 & IE3	CT1 & CT6	RL1 & RL5		SM1 & SM6	EP3
4.2 Assess how well learners are participating in activities and the progress they are making	IE4		RL1 & RL3	TW6		
4.3 Record observations and assessments of learner participation and progress in the required format			RL3	TW6		
5.1 Explain the importance of evaluating learning activities			RL5			
5.2 Use the outcomes of observations and assessments to: a. provide feedback to learners on progress made b. provide the teacher with constructive feedback c. provide the teacher with feedback on learners' participation and progress d. reflect on and improve own practice in supporting learning activities	IE4		RL1, RL2, RL3, RL5 & RL6	TW6		

Unit and Assessment Criterion	IE	CT	RL	TW	SM	EP
6.1 Evaluate how own knowledge, understanding and skills in literacy, numeracy and ICT impact on practice			RL1, RL3 & RL5			
6.2 Develop a plan for improving own knowledge, understanding and skills in literacy, numeracy and ICT			RL2 & RL5		SM2, SM3 & SM6	
Promote children and young people's positive behaviour						
1.2 Evaluate how the policies and procedures of the setting support children and young people to: a. feel safe b. make a positive contribution c. develop social and emotional skills d. understand expectations and limits	IE4		RL5			
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				TW4		
2.2 Demonstrate ways of establishing ground rules with children and young people which underpin appropriate behaviour and respect for others				TW2, TW3 & TW4		
2.5 Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting				TW1, TW3 & TW6	SM2	EP5
3.1 Demonstrate strategies for minimising disruption through inappropriate behaviour of children and young people		CT5		TW1 & TW4		EP5
3.2 Demonstrate strategies for managing inappropriate behaviour according to the policies and procedures of the setting	IE4	CT2			SM6	
3.4 Provide support for colleagues to deal with inappropriate behaviour of children and young people				TW5		
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		CT3				
4.2 Use agreed strategies for dealing with challenging behaviour according to the policies and procedures of the setting				TW1		
4.3 Assess and manage risks to own and others' safety when dealing with challenging behaviour	IE4		RL1	TW5	SM4	EP4

Unit and Assessment Criterion	IE	CT	RL	TW	SM	EP
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	IE4			TW3 & TW4		EP4, EP5 & EP6
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	IE5			TW1		EP2
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				TW1, TW2 & TW6		
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	IE3, IE4 & IE6	CT3		TW1		
5.4 Provide clear and considered feedback on the effectiveness of behaviour management strategies to inform policy review and development			RL6	TW6		EP3
Develop professional relationships with children, young people and adults						
1.4 Give attention to individual children and young people in a way that is fair to them and the group as a whole				TW4		
2.1 Use different forms of communication to meet the needs of children and young people	IE5			TW3 & TW4		
2.2 Demonstrate how to adapt communication with children and young people for: a. the age and stage of development b. the context of communication c. communication differences	IE5			TW3 & TW4		
3.2 Demonstrate how to adapt communication with adults for: a. cultural and social differences b. the context of the communication c. communication differences				TW3		
3.3 Demonstrate strategies and techniques to promote understanding and trust in communication with adults				TW1		EP4 & EP5
3.4 Use skills and techniques to resolve misunderstandings and conflicts constructively				TW2		
3.5 Explain when and how to refer other adults to further sources of information, advice or support						EP2

Unit and Assessment Criterion	IE	CT	RL	TW	SM	EP
4.2 Provide an effective role model in own relationships with children, young people and adults				TW1, TW2 & TW4		EP5
4.3 Use appropriate strategies for encouraging and supporting children with young people to understand and respect other people's: a. individuality, diversity and differences b. feelings and points of view	IE5			TW3 & TW4		EP6
4.4 Demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves				TW1 & TW6		
4.5 Provide encouragement and support for other adults in the setting to have positive relationships with children and young people				TW1 & TW6		
5.1 Apply the setting's policies and procedures for: a. sharing information b. confidentiality c. data protection	IE4					
Promote equality, diversity and inclusion in work with children and young people						
1.3 Explain the importance and benefits of valuing and promoting cultural diversity in work with children and young people	IE4 & IE5					
1.4 Interact with children and young people in a way that values diversity and respects cultural, religious and ethnic differences	IE5			TW4		
1.5 Demonstrate ways of applying the principles of equality, diversity and anti-discriminatory practice in own work with children and young people	IE5			TW4		EP5
2.1 Explain ways in which children and young people can experience prejudice and discrimination	IE1					
2.2 Analyse the impact of prejudice and discrimination on children and young people	IE4					
2.3 Evaluate how own attitudes, values and behaviour could impact on work with children and young people			RL1 & RL5			
3.2 Identify barriers to children and young people's participation	IE5					
Support assessment for learning						
2.1 Obtain the information required to support assessment for learning	IE1 & IE4	CT2		TW1		
2.4 Provide constructive feedback to learners to help them understand what they have done well and what they need to develop				TW5 & TW6		
2.5 Provide opportunities and encouragement for learners to improve upon their work	IE4					EP3 & EP4

Unit and Assessment Criterion	IE	CT	RL	TW	SM	EP
3.1 Use information gained from monitoring learner participation and progress to help learners to review their learning strategies, achievements and future learning needs	IE3 & IE4			TW1, TW2 & TW6		
3.2 Listen carefully to learners and positively encourage them to communicate their needs and ideas for future learning		CT1				EP4 & EP5
3.3 Support learners in using peer assessment and self-assessment to evaluate their learning achievements			RL1 & RL5			EP3
4.1 Provide feedback to the teacher on: a. learner participation and progress in the learning activities b. learners' engagement in and response to assessment for learning c. learners' progress in taking responsibility for their own learning		CT1		TW1		
4.2 Use the outcomes of assessment for learning to reflect on and improve own contribution to supporting learning			RL1, RL3 & RL5			
Engage in personal development in health, social care or children's and young people's settings						
2.1 Explain the importance of reflective practice in continuously improving the quality of service provided			RL1 & RL2			
2.2 Demonstrate the ability to reflect on practice			RL3, RL4 & RL5			
2.3 Describe how own values, belief systems and experiences may affect working practice	IE5					
3.1 Evaluate own knowledge, performance and understanding against relevant standards			RL1 & RL5			
3.2 Demonstrate use of feedback to evaluate own performance and inform development			RL4			
4.1 Identify sources of support for planning and reviewing own development			RL4			
4.2 Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities				TW1	SM5	
4.3 Demonstrate how to work with others to agree own personal development plan		CT4	RL2	TW1 & TW2	SM2	EP1
Support children and young people's health and safety						
1.3 Identify sources of current guidance for planning healthy and safe environments and services	IE1 & IE4					
1.4 Explain how current health and safety legislation, policies and procedures are implemented in own work setting or service	IE3					

Unit and Assessment Criterion	IE	CT	RL	TW	SM	EP
2.2 Demonstrate ability to deal with hazards in the work setting or in off site visits		CT1 & CT5			SM2	
2.3 Undertake a health and safety risk assessment in own work setting or service illustrating how its implementation will reduce risk				TW6		EP4
3.1 Explain why it is important to take a balanced approach to risk management	IE4					
3.2 Explain the dilemma between the rights and choices of children and young people and health and safety requirements		CT2				
3.3 Give example from own practice of supporting children or young people to assess and manage risk				TW1		EP5
Understand child and young person development						
1.1 Explain the sequence and rate of each aspect of development from birth – 19 years	IE5 & IE6					
1.2 Explain the difference between sequence of development and rate of development and why the difference is important		CT1 & CT3	RL6			
2.1 Explain how children and young people's development is influenced by a range of personal factors	IE4 & IE5					
2.2 Explain how children and young people's development is influenced by a range of external factors	IE1 & IE3					
2.3 Explain how theories of development and frameworks to support development influence current practice	IE2					
3.1 Explain how to monitor children and young people's development using different methods	IE3 & IE5					
3.2 Explain the reasons why children and young people's development may not follow the expected pattern		CT1 & CT3	RL1 & RL5			
4.1 Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition	IE1, IE2, IE3, IE4, IE5 & IE6					
5.1 Explain how different types of transitions can affect children and young people's development	IE4 & IE5					
5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition		CT1 & CT3			SM2	EP4

Unit and Assessment Criterion	IE	CT	RL	TW	SM	EP
Understand how to safeguard the wellbeing of 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	IE1, IE2, IE4 & IE6					
1.2 Explain child protection within the wider concept of safeguarding children and young people		CT2 & CT3				
1.3 Analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people					SM2	
2.1 Explain the importance of safeguarding children and young people				TW1		
3.1 Explain why it is important to ensure children and young people are protected from harm within the work setting	IE1, IE2, IE3 & IE4					
4.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding	IE3, IE5 & IE6			TW4		
4.3 Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged		CT1 & CT2				