



Qualification Specification

Level 4 Diploma in Supporting Teaching and Learning

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Introduction

This qualification is aimed at individuals engaged in teaching assistant or similar educational support role.

The awarding organisation for this qualification is ProQual Awarding Body and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual).

Entry Requirements

Candidates should be able to demonstrate that they have achieved a level of knowledge, understanding and practice through the attainment of a Level 3 Certificate or Diploma in Supporting Teaching and Learning, or the equivalent.

Centres should carry out an **initial assessment** of candidate skills and knowledge to identify any gaps and help plan the assessment.

Qualification Profile

Qualification title	ProQual Level 4 Diploma in Supporting Teaching and Learning
Ofqual qualification number	603/4609/7
Level	4
Total Qualification Time	700 hours (620 guided learning hours)
Assessment	Pass or fail Internally assessed and verified by centre staff External quality assurance by ProQual verifiers
Qualification start date	22/5/2019
Qualification end date	

Qualification Structure

Candidates must complete all of the Mandatory units, plus a minimum of one optional unit.

Mandatory units – candidates must complete all units

- Unit 1 M4:1** Study Skills, level 3 (R/508/2786)
- Unit 2 M4:2** Legal requirements/legislation, level 4 (M/617/6121)
- Unit 3 M4:3** Leadership and management, level 4 (T/617/6122)
- Unit 4 M4:4** Class management and managing behaviour, level 4 (A/617/6123)
- Unit 5 M4:5** Understanding child development and how children learn, level 4 (J/508/2865)
- Unit 6 M4:6** Working in partnership, level 4 (F/617/6124)
- Unit 7 M4:7** Support programmes that promote children’s development, level 4 (J/617/6125)
- Unit 8 M4:8** Understanding lesson plans and schemes of work, level 4 (L/617/6126)
- Unit 9 M4:9** Reflecting, reviewing and evaluating own practice, level 4 (R/508/2870)

Optional Units – candidates must complete a minimum of one unit

- Unit 10 O4:10** Learning mentor role, level 4 (R/617/6127)
- Unit 11 O4:11** Family support worker role, level 4 (Y/617/6128)
- Unit 12 O4:12** Special Educational Needs and Disabilities, level 4 (D/617/6129)
- Unit 13 O4:13** Developing and delivering own lesson plans, level 4 (R/617/6130)
- Unit 14 O4:14** Speech language and communication, level 3 (Y/617/6131)
- Unit 15 O4:15** Use of technology, level 4 (D/617/6132)
- Unit 16 O4:16** Social, emotional and mental health in children and young people, level 4 (H/617/6133)

Centre Requirements

Centres must be approved to offer this qualification. If your centre is not approved please complete and submit form **ProQual Additional Qualification Approval Application**.

Staff

Staff delivering this qualification must be appropriately qualified and occupationally competent.

Assessors/Internal Quality Assurance

For each competence-based unit centres must be able to provide at least one assessor and one internal verifier who are suitably qualified for the specific occupational area. Assessors and internal verifiers for competence-based units or qualifications will normally need to hold appropriate assessor or verifier qualifications, such as:

- Level 3 Certificate in Teaching, Training and Assessing
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practices
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices

Support for Candidates

Materials produced by centres to support candidates should:

- enable them to track their achievements as they progress through the learning outcomes and assessment criteria;
- provide information on where ProQual's policies and procedures can be viewed;
- provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence

Assessment

Candidates must demonstrate the level of knowledge and competence described in each unit. Assessment is the process of measuring a candidate's knowledge and understanding against the standards set in the qualification.

Each candidate is required to produce evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:

- assignments/projects/reports
- worksheets
- portfolio of evidence
- record of oral and/or written questioning
- candidate test papers

Learning outcomes set out what a candidate is expected to know, understand or be able to do.

Assessment criteria specify the standard a candidate must meet to show the learning outcome has been achieved.

Learning outcomes and assessment criteria for this qualification can be found from page 8 onwards.

Internal Quality Assurance

An internal quality assurance verifier confirms that assessment decisions made in centres are made by competent and qualified assessors, that they are the result of sound and fair assessment practice and that they are recorded accurately and appropriately.

Adjustments to Assessment

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

Results Enquiries and Appeals

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Certification

Candidates who demonstrate achievement of the qualification will be awarded a certificate giving the full qualification title -

ProQual Level 4 Diploma in Supporting Teaching and Learning

Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the required number of credits for a qualification. All certificates will be issued to the centre for successful candidates.

Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement certificates.

Learning Outcomes and Assessment Criteria

M4:1 Study Skills (R/508/2786)

Unit aim: to provide the knowledge and understanding required to complete research and present written assignments and reports.

Learning Objectives – the learner will:		Assessment Criteria – the learner can:	
1	Understand how to complete research for a specific topic/subject and present findings in an appropriate format	1.1	Research a topic/subject area
		1.2	Present a written assignment based on research
		1.3	Record research sources
2	Understand how to edit a piece of work to fit an assignment brief	2.1	Edit a piece of work/assignment
3	Understand how to prepare and present a report	3.1	Prepare a report

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

M4:2 Legal Requirements/Legislation (M/617/6121)

Unit aim: To assess the learner’s knowledge and understanding required for Employment Rights, Safeguarding and Welfare Requirements, SEND Requirements, Child Protection procedures and Looked After Children; how to gather information to monitor the setting’s practice, policies and procedures relating to E-safety; how to prepare for an Ofsted inspection.

Learning Objectives – the learner will:		Assessment Criteria – the learner can:	
1	Understand the current legislative framework for Employment Rights in the home nation	1.1	Summarise the current legislative framework for employment rights
		1.2	Explain the following employment rights: <ul style="list-style-type: none"> • time off work including sickness • maternity and paternity rights • termination of employment • working time directive and working time regulations
2	Understand the current legislative framework for safeguarding and welfare requirements for Early Years Foundation Stage, Child Protection and Looked After Children	2.1	Summarise the legislative framework for safeguarding and welfare requirements in an education setting, including pupil premium
		2.1	Explain the legal requirements, responsibilities and procedures relating to the child protection process
		2.3	Explain the responsibilities and procedures relating to Looked After Children in an education setting
3	Understand how to support pupils in accordance with the Special Educational Needs Disability (SEND) Code of Practice	3.1	Briefly summarise the principles underpinning the SEND Code of Practice
		3.2	Explain how to support pupils in accessing the curriculum in accordance with SEND requirements
4	Understand the policies and procedures relating to information gathering and monitoring, E-safety in the work setting	4.1	List the types of information gathered in the work setting and stored over a period of time
		4.2	Explain how information gathered is used to monitor the work setting’s performance/practice
		4.3	Explain the policies and procedures in the work setting relating to E-safety, including access and monitoring
5	Understand the requirements of, and how to prepare for, an Ofsted inspection	5.1	List the documents required for an Ofsted inspection
		5.2	Explain the impact of the Ofsted result on schools, both in the short and long term

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

M4:3 Leadership and Management (T/617/6122)

Unit aim: To provide the learner with the knowledge and understanding to support, manage and work effectively within a team.

Learning Objectives – the learner will:		Assessment Criteria – the learner can:	
1	Understand the different styles/theories of leadership and management	1.1	Identify the differences between management and leadership
		1.2	Compare different styles/theories of leadership
		1.3	Compare different styles/theories of management
2	Understand effective team working, including team development and dealing with conflict	2.1	Describe the stages of a developing team
		2.2	Identify the challenges that can be experienced by both developing and established teams
		2.3	Describe how challenges to effective team performance can be overcome
		2.4	Describe and compare methods of addressing conflict within a team
3	Be able to work collaboratively and cooperatively with colleagues within the work setting	3.1	Demonstrate the ability to work collaboratively and cooperatively with colleagues within their work setting, including contributing to meetings, team working for a specific purpose such as educational visits, after school clubs, etc.
4	Understand the purpose of professional supervision	4.1	Analyse the purpose and value of supervision

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

M4:4 Class management and managing behaviour (A/617/6123)

Unit aim: To provide the learner with the knowledge and support to understand how group dynamics and social organisation affect the learning process, how to effectively manage behaviour and safely manage pupils in a learning environment.

Learning Objectives – the learner will:		Assessment Criteria – the learner can:	
1	Understand how group dynamics and social organisation affect the learning process	1.1	Explain how group dynamics affect the learning process, and how the effects can be overcome or mitigated
		1.2	Explain how social organisation can affect the learning process and the strategies which can be used to address this
2	Understand how to effectively use behaviour management strategies to promote positive behaviour	2.1	List and analyse behaviour strategies that can be used in a classroom environment
		2.2	Evaluate the effectiveness of the behaviour strategies used in own work setting to promote positive behaviour
3	Be able to supervise pupils effectively in line with setting's behaviour policies and procedures	3.1	Demonstrate how to supervise pupils effectively to promote positive behaviour in line with the setting's behaviour policies and procedures
		3.2	Provide examples of potential behaviour issues and explain possible strategies to deal with them effectively
4	Be able to organise and safely manage the learning environment	4.1	Demonstrate how to organise and safely manage the learning environment
		4.2	Demonstrate how to identify potential safety issues and manage them effectively

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

M4:5 Understanding Child Development and How Children Learn (J/508/2865)

Unit aim: To explore the differences in children’s development, the risk of developmental delay and possible effects of transitions. To provide knowledge and understanding of how children learn.

Learning Objectives – the learner will:		Assessment Criteria – the learner can:	
1	Understand the expected pattern of development and the factors that can have an impact on this pattern	1.1	Explain the difference between sequence of development and rate of development and why this distinction is important
		1.2	Analyse how children’s development is influenced by a range of factors. Include: <ul style="list-style-type: none">• personal factors• external factors
		1.3	Explain the importance of early identification of development delay and potential risks of late recognition
2	Understand theories of development and theoretical perspectives of children’s development and how they influence current practice	2.1	Describe theories of development and theoretical perspectives in relation to children’s development
		2.2	Explain how theories of development and theoretical perspectives influence current practice
		2.3	Describe how theories of development and theoretical perspectives are linked to the relevant curriculum in the work setting
3	Understand the possible effects transitions and significant events can have on children’s development	3.1	Explain how different types of transitions and significant events can effect children’s development
		3.2	Describe the role of the early year’s practitioner during transitions and significant life events

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Guidance for developing unit assessment

Theories and theoretical perspectives should include:

- the Biological Perspective
- ethology
- the Ecological Perspective
- programmed learning
- Laissez fair approach
- Social constructivism including scheme
- Scaffolding
- Learning styles
- Language theories
- Bonding and attachment
- Development of the self-esteem/identity
- Emotional health and well-being including emotional intelligence

Theorists should include:

- Jean Piaget
- Chris Athey
- Urie Bronfenbrenner
- John Bowlby
- James and Joyce Robertson
- Eric Erikson
- Albert Bandura
- Kolb
- Noam Chomsky
- Ivan Pavlov
- Burrhus Skinner

M4:6 Working in Partnership (F/617/6124)

Unit aim: To develop the knowledge and understanding required to work in partnership.

Learning Objectives – the learner will:		Assessment Criteria – the learner can:	
1	Understand partnership working	1.1	Identify the features of effective partnership working
		1.2	Explain the importance of partnership working with: <ul style="list-style-type: none">• Colleagues• Others e.g. parents, families
		1.3	Identify possible barriers to partnership working and strategies to overcome them
2	Understand multi-agency working	2.1	Explain what multi-agency working is
		2.2	Explain the importance of effective multi-agency working
		2.3	List the possible agencies that may operate within their work setting
		2.4	Explain how referrals are made at the work setting
		2.5	Give an example of how they have worked as part of a multi-agency team

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

M4:7 Support programmes that promote children’s development (J/617/6125)

Unit aim: To provide the learner with the knowledge, understanding and skills to use support programmes including observation, assessment to promote children’s development.

Learning Objectives – the learner will:		Assessment Criteria – the learner can:	
1	Understand different observation, evaluation and assessment methods used within their setting	1.1	Explain the different observation, evaluation and assessment methods used within their setting
		1.2	Evaluate the effectiveness of the different observation and assessment methods used
2	Understand how to evaluate pupil’s progress through a range of assessment activities	2.1	Explain how the appropriate assessment method is selected and planned for within the learning activity
		2.2	Explain how to evaluate the pupil’s progress through the assessment activity
		2.3	Explain how any weaknesses in progress and learning are evaluated and addressed with pupils
3	Understand the effectiveness of programmes that support children’s development, including children requiring additional support	3.1	Identify and analyse programmes that support children’s development, including children requiring additional support: <ul style="list-style-type: none">• Individual Education/Behaviour Plans• SEN• Children with EHC plans• Gifted and talented• Literacy/numeracy programmes, e.g. Read, Write, Phonics• Speech and language development• Social, emotional and mental health (SEMH) needs, e.g. Thrive, Theraplay, Learning Mentor programme

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

M4:8 Understanding Lesson Plans and Schemes of Work (L/617/6126)

Unit aim: To develop the knowledge and understanding required to use schemes of work and lesson plans.

Learning Objectives – the learner will:		Assessment Criteria – the learner can:	
1	Understand the planning format/scheme of work used in work setting and how it relates to the national curriculum	1.1	Describe what a scheme of work is and how it benefits teachers and children
		1.2	Compare the difference between aims and objectives
		1.3	Using a current scheme of work explain how it relates to the national curriculum
2	Be able to use teachers' long/medium/short planning for lesson plan/learning activities and understand the importance of including all children in learning activities, e.g. SEN, gifted and talented	2.1	Demonstrate practice in using a teacher's long/medium/short planning for a lesson/activity
		2.2	Identify the differentiation in the planning and explain the importance of this
3	Be able to select and prepare resources to support the delivery of the lesson plan/learning activity	3.1	Using a lesson plan list the resources required to deliver it and describe how they will prepare the resources for the lesson
4	Understand the marking scheme used in the work setting and relevant record keeping	4.1	Explain the marking scheme used in own work setting and analyse its effectiveness
		4.2	Demonstrate how they maintain relevant records

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

M4:9 Reflecting, Reviewing and Evaluating Own Practice (R/508/2870)

Unit aim: To provide the learner with the knowledge, understanding and skills required to promote and engage in professional development.

Learning Objectives – the learner will:		Assessment Criteria – the learner can:	
1	Understand what professional development is	1.1	Explain the importance of professional development
		1.2	Compare different methods and sources of professional development
2	Be able to reflect on their own practice	2.1	Evaluate their own knowledge and practice against standards and targets set in work environment
		2.2	Prioritise goals/targets to meet expected standards
3	Be able to use reflective practice to plan professional development	3.1	Identify learning opportunities to meet goals/targets and reflect their learning style
		3.2	Produce a plan for own personal professional development
		3.3	Work with others to agree own personal professional development
4	Be able to improve practice through reflection and professional development	4.1	Evaluate how practice has been improved through reflective practice and professional development

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

O4:10 Learning Mentor Role (R/617/6127)

Unit aim: To develop the knowledge and understanding required to support children who require additional help to overcome barriers to learning in order to achieve their full potential.

Learning Objectives – the learner will:		Assessment Criteria – the learner can:	
1	Understand the role of learning mentor	1.1	Identify and evaluate the different strands of the learning mentor role within an education setting
		1.2	Explain how the role of learning mentor can enable schools to raise standards of education, attendance and behaviour
		1.3	Analyse the importance of working with school staff, parents and external professionals to identify children and young people and their needs
		1.4	Evaluate the ways in which the learning mentor can support children and young people to overcome barriers to learning from both inside and outside school
2	Be able to support children and young people to achieve identified targets	2.1	Explain the process of working with children and young people and relevant school staff to identify individual targets
		2.2	Analyse the effectiveness of assessment and monitoring processes involved in learning mentor support
		2.3	Demonstrate how to work 1:1 with children and young people to achieve individual targets
		2.4	Demonstrate how to liaise with pupils, school staff, external professionals and parents in a confidential manner
3	Be able to develop and support a nurture group within their setting	3.1	Analyse the purpose and value of a nurture group within a school setting
		3.2	Demonstrate how to work with school staff to identify children and young people to work within a nurture group
		3.3	Demonstrate strategies to use within the nurture group to achieve positive outcomes
4	Understand and be able to provide support for teaching staff to achieve positive outcomes for children and young people	4.1	Analyse how the role of learning mentor can support the teacher in the monitoring and evaluation of pupil progress
		4.2	Evaluate the ways in which the learning mentor can raise the awareness of teaching staff to pupil's social and emotional needs and how they may affect learning and behaviour

- 4.3 Demonstrate how to assist in the monitoring and assessment of children and young people with SEN/IEP requirements
- 4.4 Contribute to the planning of activities to achieve positive outcomes for children receiving learning mentor support
- 4.5 Demonstrate how to work in partnership with families and other professionals/agencies to ensure effective communication and provide feedback on evidence of progress

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

O4:11 Family Support Worker Role (Y/617/6128)

Unit aim: To develop the knowledge and understanding required to involve parents in their children's education in order to help remove barriers to learning, improve attendance and behaviour and raise attainment.

Learning Objectives – the learner will:		Assessment Criteria – the learner can:	
1	Understand the role of the parent/family support worker	1.1	Explain the principles and values that underpin working with parents within a school setting
		1.2	Analyse how equality of opportunity, inclusion and anti-discriminatory practice can be effectively promoted in work with parents
		1.3	Explain how a range of barriers to participation for parents can be overcome
		1.4	Explain rules governing confidentiality, data protection (GDPR) and the limits of confidentiality when recording and sharing information
2	Be able to work with parents effectively to improve outcomes for children and young people	2.1	Evaluate the methods used within their setting to identify early signs of issues in children's social, emotional and behavioural development and how the family may be in need of support
		2.2	Work with parents and school staff to identify the areas of need for the child and family to enable positive outcomes
		2.3	Demonstrate how to signpost to both internal and external professionals and/or agencies
3	Understand the principles of working with a group of parents and be able to work effectively in a group environment	3.1	Compare and contrast the efficacy of the theories of group dynamics and how they can be applied in a group setting
		3.2	Demonstrate how to use an approach and method of working that best matches the characteristics of the group, and the environment it is operating in
4	Be able to work in partnership with school staff, parents and external professionals/agencies to create action plans to address attendance and/or behavioural issues	4.1	Explain how and with whom the action plan is developed and completed in their setting, with regard to SMART targets and positive outcomes
		4.2	Explain how progress is reviewed with examples from their setting
		4.3	Demonstrate through a recent case study how they have improved the attendance or behaviour of a child or young person, include documented evidence

- 5 Understand and be able to reflect on current practice and identify areas of strength and areas for development
 - 5.1 Explain a range of techniques of reflective analysis, demonstrating how they can be used in own practice
 - 5.2 Analyse how feedback from others and self-evaluation can improve own practice, using examples from recent CPD

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

O4:12 Special Educational Needs and Disabilities (D/617/6129)

Unit aim: To understand what special educational needs are and to be able to explain the policies, procedures and legislation that schools need to follow. To identify barriers to learning and understand ways to help children access the curriculum.

Learning Objectives – the learner will:		Assessment Criteria – the learner can:	
1	Understand the current legislation both nationally and in the work setting	1.1	Give a brief description of the Special Educational Needs (SEN) Code of Practice, and complete a legislation/policy form
		1.2	Explain their school’s policy on SEN and the Special Educational Needs and Disabilities (SEND) offer
		1.3	List agencies or organisations that can be used by schools for advice and guidance in relation to SEN
2	Understand SEN and the impact on the child, family and schools	2.1	Briefly describe SEN, the various forms it can take and the impact on children in school
		2.2	Describe the possible signs that might indicate a child has additional needs and the importance of early intervention
		2.3	Explain who can make referrals and how they are made, include the importance of working with outside agencies and parents
		2.4	Explain what EHCPs and Support Plans are and how and when they should be used
		2.5	Discuss some of the advantages and disadvantages of children with SEN in mainstream schools and the importance of making positive experiences for all concerned
3	Demonstrate practice of working with SEN children including understanding and delivering of guidance from other professionals	3.1	Research and describe various methods to aid in the diagnoses of Specific Learning Difficulties
		3.2	Demonstrate the implementation of guidance from outside professionals (e.g. SALT, EP, OT)
		3.3	Reflect and review on an intervention that they have done with a pupil/group with SEN, the value of the intervention and what the next steps would be
		3.4	Identify apps or programmes that could be used to help SEN pupils to access the curriculum, include assisted technology, the benefits and limitations in schools

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Guidance for developing unit assessment

SEND offer

Formed around one significant element of the SEND reforms of 2014 – the requirement on local authorities to publish and make accessible a local offer. i.e. a Local Authority's publication of all the provision "they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans."

(Section 4.1 SEND Code of Practice, January 2015)

SALT

Speech and Language Therapy

EP

Educational Psychologist

OT

Occupational Therapist

O4:13 Developing and delivering own lesson plans (R/617/6130)

Unit aim: To develop and implement own scheme of work and lesson plans .

Learning Objectives – the learner will:		Assessment Criteria – the learner can:	
1	Be able to construct own scheme of work and lesson plans	1.1	Produce a scheme of work covering a minimum of three weeks
		1.2	Produce lesson plans based on the scheme of work, including a minimum of three sessions
2	Be able to implement own lesson plans	2.1	Demonstrate delivery/implementation of a lesson plan
3	Be able to evaluate delivery of own lesson plan	3.1	Evaluate implementation of lesson plan
4	Understand Bloom’s Taxonomy	4.1	Examine Bloom’s Taxonomy and analyse how it can be used effectively in lesson planning

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

O4:14 Speech, language and communication (Y/617/6131)

Unit aim: To understand the typical development of speech, language and communication (verbal and non-verbal), and the importance of the connection between communication and the ability to access learning; to examine various difficulties children might experience and effective ways to support the child.

Learning Objectives – the learner will:		Assessment Criteria – the learner can:	
1	Understand the various skills needed to communicate	1.1	Explain the difference between communication and language
		1.2	Describe the links that make up the communication chain
2	Understand the typical stages of language and communication development	2.1	Summarise the stages of speech, language and communication from birth to 19 years
		2.2	Discuss possible causes for communication difficulties: <ul style="list-style-type: none"> • Physical • Environmental • Developmental
		2,3	Research and explain the possible issues for children learning English as a second language
		2.4	Explain what indicators there are that may suggest a child is experiencing a language or communication difficulty
		2.5	Describe the impact any difficulties with speech, language and communication may have on the overall development of a child, including behaviour
3	Understand and implement strategies to support children with speech, language and communication difficulties	3.1	Explain various strategies to support children with: <ul style="list-style-type: none"> • Concentration • Listening and understanding • Learning new vocabulary • Sequencing • Sharing books • Blank level questions
		3.2	Identify and analyse strategies that have been used to support children with speech, language and communication needs
		3.3	Explain the process of assessment and referral to the specialist
		3.4	Demonstrate understanding and implementation of SALT reports

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Guidance for developing unit assessment

Communication chain:

The ways in which we communicate including:

Verbal

Non-verbal

Telecommunications systems

Publishing and broadcasting media

SALT

Speech and Language Therapy

O4:15 Use of Technology (D/617/6132)

Unit aim: To understand and be able to use a variety of technology to provide support in lessons and information sharing in an educational setting.

Learning Objectives – the learner will:		Assessment Criteria – the learner can:	
1	Understand current legislation, policies and procedures that deal with E-safety and the impact on children and young people	1.1	Summarise the E-safety policy for their setting and evaluate the procedures that are in place to protect children and young people
		1.2	Describe ways to help children understand the importance of E-safety and the consequences of not being safe online
2	Understand the variety of technology that is available and what is suitable for educational settings	2.1	Identify and list technology that is or could be used in an educational setting
		2.2	Give a brief description and the purpose of the technology used in their setting
		2.3	Discuss and evaluate the different software and programmes that are available for schools
		2.4	Analyse the value of technology used throughout schools for both pupils and staff, including augmented technology
3	Be able to use technology to deliver a lesson plan and improve visual displays	3.1	Using their Study Skills topic produce an electronic presentation to be used to teach a lesson
		3.2	Using an appropriate programme, produce: <ul style="list-style-type: none"> • a document including a quote referenced correctly • a graph • a figure to accompany the lesson
		3.3	Using an appropriate programme create a leaflet to accompany the lesson

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Guidance for developing unit assessment

Technology could include:

- iPad
- Laptop
- PC
- Interactive whiteboard
- Photocopier

Software and programmes could include:

- Tapestry
- MS Word
- Sims
- MS PowerPoint
- MS Publisher
- Scratch
- Myconcern
- My maths
- Show your homework

O4:16 Social, Emotional and Mental Health in Children and Young People (H/617/6133)

Unit aim: To understand the importance of mental well-being in children and young people; the influences that can affect children and ways to support and improve the Social, Emotional and Mental Health (SEMH) of children.

Learning Objectives – the learner will:		Assessment Criteria – the learner can:	
1	Understand current legislation, policies and procedures that deal with children’s and young people’s mental health	1.1	Analyse the impact of legislation on well-being and mental health of children in their setting
		1.2	Identify and describe local and national organisations that are available to help support mental health issues
2	Understand mental health and well-being in children	2.1	Identify and analyse the factors that may have an impact on the mental health and well-being of children from infancy to adulthood
		2.2	Describe the effect that media perceptions might have on children and young people
		2.3	Discuss the various cultural and public perceptions of children with mental health issues
3	Understand how to support children in an educational setting with mental health issues	3.1	Describe various methods that could be used to support children and improve their mental health and well-being
		3.2	Evaluate their own role in supporting children with mental health in schools and consider any changes in practice to improve mental health and well-being

Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.



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