City & Guilds Level 3 Technical Occupational Entry for Teaching Assistants (Certificate)

(5330-03)

Version 1.0 (January 2025)

Qualification Handbook

Qualification at a glance

Subject area	Teaching and Learning
City & Guilds number	5330
Age group approved	19+
Entry requirements	None
Assessment	Portfolio of evidence
Grading	Pass/fail
Approvals	Full approval required
Support materials	Assignment Pack, Assessor Guidance document, SmartScreen
Registration and certification	Consult Walled Garden/Online Catalogue for last dates
Occupational Standard(s)	ST0454

Title and level	City & Guilds qualification number	Regulatory reference number	GLH	TQT
City & Guilds Level 3 Technical Occupational Entry for Teaching Assistants (Certificate)	5330-03	610/3906/8	187	283

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Introduction

What is this qualification about?

Area	Description
Who is the qualification for?	This qualification is aimed at adults aged 19+ who want to work as teaching assistants.
What does the qualification cover?	This qualification aligns fully to the knowledge, skills and behaviours in the ST0454 Occupational Standard. A number of key themes will be covered in the units including the curriculum, stages of education, study options, legislation, safeguarding, health and safety, child development, communication, learner support, delivery, assessment, behaviour and the use of technology.
What opportunities for progression are there?	This qualification will support progression into employment in the following roles: teaching assistant (TA), schools learning support worker, classroom assistant, and similar roles in colleges and the wider post 16 sector. It will form part of an engaging course of learning for, and reflect the flexible learning requirements of, adult learners.
Why choose this qualification?	This qualification has been designed with the involvement of a range of technical subject matter experts and employers from small, medium and large organisations to ensure that it meets the needs of the occupation. The qualification aligns fully to the Occupational Standard and will provide employers with reliable evidence of a candidate's attainment against Occupational Standard knowledge, skills and behaviours (KSBs) which form the minimum requirements for entry into occupation.

Content coverage and mapping

Occupational Standards

This qualification has been developed to cover 100% of the knowledge, skills and behaviours (KSBs) in the Occupational Standard.

The content within this qualification has been amplified to reflect the KSBs. Detailed mapping to the KSBs can be found in Appendix 2 within this qualification handbook.

The table below shows the Occupational Standard the qualification aligns to:

Qualification	Occupational Standard title/reference
City & Guilds Level 3 Technical Occupational Entry for Teaching Assistants (Certificate) (5330-03)	ST0454

1 Employer engagement

City & Guilds would like to take this opportunity to thank all the employers, professional bodies, providers, subject matter experts and consultants who have dedicated time to review and validate this qualification. These stakeholders have been used throughout the development and validation of this qualification to ensure the qualification meets the requirements of the Occupational Standard and the needs of industry. Employer validation recognises the demand or likely demand for learners who have completed the City & Guilds Level 3 Technical Occupational Entry for Teaching Assistants (Certificate) (5330-03). This collaborative work is to ensure that a learner studying the City & Guilds Level 3 Technical Occupational Entry for Teaching Assistants (Certificate) (5330-03) has the best opportunities available to them as they progress through their career with a solid base as a starting point.

2 Qualification structure

Structure

To achieve the City & Guilds Level 3 Technical Occupational Entry for Teaching Assistants (Certificate) (5330-03), learners must achieve all **10** mandatory units as listed in the qualification structure below:

City & Guilds unit number	Unit title	GLH
301	Professional development	15
302	Curriculum and the wider context of education	15
303	Legislation and policy	19
304	Stages of development for children and young people	24
305	Delivery of learning	22
306	Assessment	20
307	Communication, relationships and role modelling	16
308	Learning and support	24
309	Management of pastoral and academic behaviour	22
310	Using technology	10

Total Qualification Time (TQT)

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT comprises of the following two elements:

1) the number of hours that an awarding organisation has assigned to a qualification for guided learning
2) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
City & Guilds Level 3 Technical Occupational Entry for Teaching Assistants (Certificate) (5330-03)	187	283

Centre requirements

Approval

Full approval

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the document **Centre Approval Process: Quality Assurance Standards** for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Resource requirements

Centre staffing

City & Guilds expects this qualification to be delivered by highly skilled practitioners of learning delivery, assessment and quality assurance.

Practitioners involved in the delivery of these qualifications should be able to fulfil all of the following functions to ensure a quality learning experience for the candidate:

- identify training and development needs of the candidate
- plan for, design and develop learning and development opportunities
- provide high quality learning opportunities
- facilitate and support candidate progress and achievements
- assess candidate performance
- review the effectiveness of learning opportunities
- contribute to the quality assurance process.

Therefore, staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area(s) for which they are delivering training and have experience of providing training (this knowledge must be at least to the same level as the training being delivered)
- be skilled, knowledgeable and experienced in learning delivery, assessment and quality assurance and have credible experience of providing training
- have recent relevant experience in the specific area they will be assessing
- be able to show current evidence of good practice in accordance with Occupational Standards
- be able to show current evidence of continuing professional development and practice in their vocational area, assessment and quality assurance.

Practitioners must have or be working towards a relevant, recognised assessor and/or quality assurance qualification appropriate to role and the qualifications being delivered, for example:

- for Assessors: the Level 3 Certificate in Assessing Vocational Achievement, A1 Assess Candidate Performance Using a Range of Methods or D32/33 Assess Candidate Performance and Assess Candidates Using Differing Sources of Evidence
- for Internal Quality Assurers: the Level 4 Award in the Internal Quality Assurance of Assessment Processes, the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, V1 Conduct Internal Quality Assurance of the Assessment Process or D34 Internally Verify the Assessment Process
- Internal Quality Assurers should also hold a recognised assessor qualification.

Physical resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver this qualification and its assessment.

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City & Guilds Quality Assurance processes visit: the What is CASS? and Quality Assurance Standards documents on the City & Guilds website.

For this qualification, centres must develop a sampling strategy and plan which must be implemented by all those undertaking the internal quality assurance role. The IQA strategy must contain:

- Sample planning based on the principles of CAMERA ie plans must include the sampling a range of:
    - Candidates
    - Assessors
    - Methods of assessment
    - Evidence
    - Records of assessment
    - Assessment sites

The IQA strategy must also contain details relating to:

- effective communication
- interim sampling
- summative sampling
- monitoring of assessor practice (including observation)
- standardisation activities
- sound administration.

Whoever is responsible for internal quality assurance in a centre will need to ensure that all factors related to quality assurance are covered in the centre. These include ensuring that:

- quality assurance systems are 'fit for purpose' and do actually monitor the quality of the learner journey
- quality assurance sampling is planned and carried out throughout the learner journey and not just at the end of the assessment period
- learning and training delivered models 'best practice' and meets all requirements – and that this is monitored
- assessors are regularly observed carrying out the assessment process
- assessors are supported, get feedback on their practice and take part in standardisation activities
- record keeping is maintained in line with requirements
- all team members maintain appropriate CPD year on year.

For further details and guidance on the internal quality assurance requirements and procedures, please refer to the Quality Assurance Standards documents on the City & Guilds website.

External quality assurance for the qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- monitor delivery and assessment practice
- ensure the quality and consistency of assessments within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

For further details and guidance on the external quality assurance requirements and procedures, please refer to the Quality Assurance Standards documents on the City & Guilds website.

Occupational knowledge and competence requirement

Assessors

Assessment against the qualification content is a matter of skilled professional judgement, drawing on a range of evidence from the assessment process. The occupational expertise requirements of those who will perform assessment and roles as set out in the section

‘**Resource Requirements – Centre staffing**’ are designed to provide confidence that the judgements made will be professionally justified. It is important, therefore, that centres understand and comply with these requirements.

Assessors should only assess in their acknowledged area of technical or occupational competence, drawing on expert witness testimony where necessary.

The assessment principles require that assessors for content that includes workplace assessment must be capable of carrying out the full requirements of the content they are assessing. This means that they will themselves have carried out the work tasks that are the subject of assessment or managed others in that role. In addition to occupational expertise, assessors will need to have expertise in making assessments of competence using a range of assessment techniques, including observation. Those who assess content that relate to knowledge and understanding must themselves have knowledge relevant to content that they are assessing. Those who are occupationally competent will also be occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Many teachers have expertise in observing and assessing the performance of others against professional standards in a regulated and highly scrutinised environment; they could be doing so in the context of statutory performance management, as an induction tutor for Newly Qualified Teachers, or as a mentor for trainee teachers. Their judgements will have an impact on the career, pay and progression of others so must be demonstrably fair and rigorous. City & Guilds takes the view that, suitably supported, teachers may contribute to the assessment process of the qualification by providing observation reports and witness testimonies to inform an assessor’s assessment decision, if they can evidence the necessary expertise in assessment practice.

Centres must ensure that all their assessors continue to maintain the currency of their occupational competency and/or knowledge through continuing learning and professional development.

Internal Quality Assurers

Internal quality assurance is key to ensuring that the assessment of evidence is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally competent in the area they are assuring and be qualified to make quality assurance decisions as defined previously in this section. Centres must ensure that all their Internal Quality Assurers continue to maintain the currency of their occupational competency through continuing learning and professional development.

Expert witnesses

The breadth and range of activities covered by this qualification means that the assessor may occasionally find it necessary to draw on the testimony of expert witnesses as part of the assessment process. Expert witnesses may only be used to address any gaps in the technical and occupational competence of assessors, and for observing confidential or highly sensitive activities that are not appropriate for assessors to observe.

Expert witnesses can be drawn from a wide range of people who can attest to performance in the workplace. Organisations can support the assessment process by encouraging and supporting members of staff to act as expert witnesses. A qualified assessor will make the final judgement about a candidate's competence based on testimony provided by the expert witness together with other corroborating evidence. An expert witness must:

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

Experienced Teaching Assistants, Higher Level Teaching Assistants and Teachers might act as expert witnesses.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative development.

Candidate entry requirements

Educational requirements

There are no formal educational entry requirements for this qualification. However, before registering candidates, centres will need to satisfy themselves that candidates will be able to evidence all of the qualification content by the end of the qualification period.

It is important that centres carry out robust initial assessment to ensure that candidates have an appropriate standard of English and mathematics skills to support their own learners before they start their qualification. Therefore, it is important that centres have in place processes for assessing candidates' basic English and mathematics skills levels and a mechanism to support them to improve these skills where necessary.

Placement requirements

A condition of undertaking this qualification is that candidates have a work placement in an appropriate educational setting. Whilst candidates may be working in an employed or voluntary capacity, it is important that they will be able to meet the requirements of the qualification content whilst in the workplace.

The placement must last for the duration of the qualification. It is recommended that candidates spend at least two days each week in the placement.

Some knowledge aspects of the qualification relate to 'schools' and 'children' and whilst candidates may not be placed working with children in schools at the time of taking this qualification, the qualification is generic and would qualify successful candidates to work across age groups. It is therefore necessary to ensure relevant knowledge is gained across all settings where Teaching Assistants might work.

As we cannot expect candidates to have placements in more than one organisation, evidence relating to skills and behaviours will relate only to their setting. The qualification content relating to knowledge, evidenced across a broader spectrum, should offer confidence to employers that a Teaching Assistant who has successfully completed this qualification will be able to transfer this knowledge to other settings.

Mentor requirements

There is a requirement for each candidate to have a mentor – this could be the class teacher, the special educational needs and disabilities coordinator (SENDCO) or another experienced person in the placement organisation. The mentor must:

- have a working knowledge of the qualification content
- be occupationally competent in their area of expertise
- have any qualification that includes assessment of workplace performance and/or a professional work role which involves evaluating the everyday practice of staff.

A mentor could also be a qualified/experienced Level 3 Teaching Assistant (as identified by senior management in the setting), a Higher Level Teaching Assistant (HLTA) or a Teacher, including staff in the organisation's Senior Leadership Team (SLT).

Age restrictions

These qualifications are not approved for use by candidates under the age of 19. City & Guilds cannot accept any registrations for candidates under the age of 19.

Induction

It is recommended that centres provide a planned induction programme, so the candidate fully understands:

- the requirements of the qualification
- their responsibilities as a candidate
- the responsibilities of the centre.

This information should be recorded on a learning contract.

Centres must make candidates aware of the meaning of plagiarism and the centre's plagiarism policy. They must also ensure that candidates reference and correctly cite any information that is not their own, which they use to support their own work.

Induction sessions should also be used to:

- help the candidates to feel part of a community
- connect them with peers and learning
- help with well-being by describing what provision is in place to support them.

Initial assessment

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific learner or learning needs that they might need support with

- the level of English and mathematics skills that the candidate has, to ensure they have the language, literacy and numeracy skills necessary to achieve the qualification
- any support and guidance they may need when working towards their qualification
- whether the qualification is appropriate for the candidate to undertake.

Initial assessment provides the evidence to determine the starting point of learning and assessment.

Each candidate must have a clearly defined Personal Development Plan showing the outcome of the initial assessment and which links to all future development planning required in the Professional Development unit.

Assessment planning

All candidates should have assessment plans that identify when and how assessment will be carried out. Assessors should have a thorough knowledge of the qualification and its content and be able to give candidates a clear understanding of what they are being assessed on, what methods will be used and what evidence they need to produce. As the qualification includes workplace assessment, assessors should get to know the candidate and their placement and take account of their job role and circumstances, such as who they work with, other staff, individuals and groups.

The candidate's mentor must also be actively involved in the planning of training and assessment and must be involved at each stage of the candidate's progress.

Access arrangements and reasonable adjustments

City & Guilds has considered the design of this qualification and its assessments in order to best support accessibility and inclusion for all learners. We understand however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the JCQ access arrangements and reasonable adjustments and 'Access arrangements - when and how applications need to be made to City & Guilds' for more information. Both are available on the City & Guilds website.

Delivering the qualification

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a programme.

Whilst centres may design programmes of study in any way which best meets the needs and capabilities of their candidates whilst satisfying the requirements of the qualification, candidates must start the programme with unit 301 Professional Development as this unit covers the journey of the Teaching Assistant. It is where candidates explain who they are, their previous experiences and why they want to complete this qualification. The unit runs like a thread throughout the duration of the qualification with candidates visiting and re-visiting the unit to record the successes, challenges and key learning points of their journey.

There is no expectation from City & Guilds that this qualification should be delivered in a formal classroom environment. Centres are encouraged to adopt a flexible delivery approach appropriate to the needs of adult candidates. Centres must ensure that they cover the knowledge, skills and behaviours of the Occupational Standard sufficiently to enable candidates to be successful.

It is recommended that the delivery and assessment of these qualifications should be approached holistically whenever possible.

In most centres, learning will be delivered through a combination of:

- applied practice
- coaching
- experience
- training
- mentoring support and advice
- observation.

The provision of learning opportunities remains the responsibility of the centre (not the candidate). Centres must ensure they have the appropriate staff teams to deliver learning by the methods they decide, always meeting candidate needs. Formative assessment of each candidate's progress will monitor their development and indicate when summative assessment is appropriate. Summative assessment must not take place until the candidate is deemed to be ready.

Tracking candidate progress

Regular reviews with candidates, involving the candidate's mentor and assessor, should be carried out to measure progress towards achievement of the qualification and maintain progress.

Feedback from the mentoring process will contribute to the review process where confidentiality allows.

Reviews should take account of:

- actions agreed at the last meeting
- progress made in relation to the Professional Development Plan
- assessments undertaken
- any problems or obstacles encountered and how they will be addressed
- any changes to the candidate or placement circumstances.

Progress reviews should also be used to check that the candidate understands and is comfortable with the assessment process, knows what progress they have made towards achievement of the qualification and that they understand the appeals process.

Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth.

More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

Inclusion and diversity | City & Guilds (cityandguilds.com)

The content of the City & Guilds Level 3 Technical Occupational Entry for Teaching Assistants (Certificate) (5330-03) prepares candidates to support learners from a range of different backgrounds, experiences and with diverse needs. Theoretical and practical aspects of inclusion and diversity are included in the key themes of this qualification, particularly in:

- Stages of development for children and young people
- Delivery of Learning
- Assessment
- Communication, relationships and role modelling
- Learning and Support
- Management of pastoral and academic behaviour

The qualification requires candidates to consider how the needs of Special Educational Needs and Disabilities (SEND) learners could be met in teaching and learning contexts (Unit 305 Delivery of learning). In the assessment guidance, the Special Educational Needs and Disabilities Coordinator (SENDCO) is recognised as a suitable person to act as the candidate mentor (See Centre Requirements – Continuing professional development). Where applicable, the SENDCO is also recognised as an important source of candidate support and feedback (Unit 301 Professional Development).

The Occupational Standard requirement to respect and promote equality, diversity, and inclusion, is included in the qualification content within Unit 305 Delivery of learning, Unit 307 Communication, relationships and role modelling and Unit 308 Learning and support. The qualification requires candidates to understand how to use a range of resources to support diverse learner needs within a setting.

Assessors and mentors involved in the delivery of this qualification are required to follow appropriate policies and practices in regard to candidates with additional needs (see **City & Guilds Level 3 Technical Occupational Entry for Teaching Assistants (Certificate) Assignment Pack** – **Personal Development Plan** and **Personal Development Plan Review** forms).

Assessment of candidates allows appropriate flexibility to meet the needs of different educational settings. Within the requirements outlined in the **City & Guilds Level 3 Technical Occupational Entry for Teaching Assistants (Certificate) Assessor Guidance** document for this qualification, a diverse range of supporting candidate evidence is permitted, and for the assignments, centres may use their own format, templates or documentation to present candidate evidence.

Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that support our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

Our Pathway to Net Zero | City & Guilds (cityandguilds.com)

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- using electronic platforms for training, review and one- to- one meetings, where appropriate, as part of a blended approach to delivery
- minimising use of printed materials and supporting the use of electronic versions where possible, for example using electronic forms of submission for candidate work to be assessed
- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy, considering and investing in the use of products that can be reused, instead of the use of disposable or single use consumables)
- considering the environmental policies of potential suppliers and partner organisations when making purchasing or procurement decisions
- implementing responsible waste procedures (ensuring that waste is minimised and recycling is in place wherever possible).

Support materials

The following resources are available for this qualification:

Description	How to access
City & Guilds Level 3 Technical Occupational Entry for Teaching Assistants (Certificate) (5330-03) Assignment Pack	www.cityandguilds.com
City & Guilds Level 3 Technical Occupational Entry for Teaching Assistants (Certificate) (5330-03) Assessor Guidance	www.cityandguilds.com
SmartScreen	www.smartscreen.co.uk

3 Assessment

Summary of assessment methods

The qualification will be assessed through a portfolio of evidence.

The following **two** documents are mandatory for the assessment of this qualification:

- City & Guilds Level 3 Technical Occupational Entry for Teaching Assistants (Certificate) (5330-03) Assignment Pack
- City & Guilds Level 3 Technical Occupational Entry for Teaching Assistants (Certificate) (5330-03) Assessor Guidance

Assessment method	Primary evidence method	Grading	Approach to making assessment decisions	Quality assurance approach
Externally set assignments	Assignments and candidate record forms	Pass / Refer	Internal assessment by the centre assessor	Internally quality assured by the centre, externally quality assured by City & Guilds
Externally set observation tasks	Observation tracking sheet and record forms	Pass / Refer	Internal assessment by the centre assessor	Internally quality assured by the centre, externally quality assured by City & Guilds

The primary evidence for the knowledge elements of the qualification content is assignments set by City & Guilds and provided in the separate document **City & Guilds Level 3 Technical Occupational Entry for Teaching Assistants (Certificate) (5330-03) Assignment Pack**.

The primary evidence for the practical elements of the qualification content is observation of practice, for which City & Guilds provide a mandatory **tracking sheet** and **candidate record template** in the separate document **City & Guilds Level 3 Technical Occupational Entry for Teaching Assistants (Certificate) (5330-03) Assessor Guidance**.

The assessment of behaviours will be covered in either the assignments or observation or both, and may also be included in the supporting evidence, depending on the behavioural element being assessed.

The mapping in Appendix 2 of this document shows clearly where each of the Occupational Standard's knowledge, skills, and behaviours (KSBs) need to be met.

Please refer to section 'Portfolio of Evidence' within this document for further information on the supporting evidence that may be included in the portfolio.

Portfolio of Evidence

To complete this qualification, candidates must successfully complete a portfolio of evidence. A portfolio of evidence is a repository for the work that best demonstrates that candidates can apply the knowledge and skills, and demonstrate the behaviours identified in the qualification content.

Portfolios come in many forms – some are electronic, some paper based, others a combination of both. It is for the candidate and assessor to decide the best way to store the evidence generated throughout the qualification. It is recommended that candidates keep evidence to confirm that qualification content has been met and relevant supporting evidence in the portfolio, also that they keep a separate file for anything else that they wish to keep relating to their time of learning.

The portfolio of evidence for this qualification will be in two parts – one part will contain evidence showing that all knowledge aspects of the qualification content is met. A second part will be a series of observation reports, covering all skills aspects of the qualification content. All observations must be numbered and indexed on the **observation tracking sheet.**

Behaviours listed in the qualification content will be covered in either the assignment or observation or both and may also be included in the supporting evidence depending on the behavioural element being assessed. The mapping in Appendix 2 of this document shows clearly where each of the Occupational Standard's knowledge, skills, and behaviours (KSBs) need to be met.

All evidence in the portfolio **must** be clearly labelled and mapped to the qualification content. Candidates will start to build their portfolio of evidence from on the first day of their programme.

Before any assessment decisions are made, all candidates must sign a declaration of authenticity, confirming that the evidence produced is their own work. Centres must ensure that they include the topics of plagiarism and collusion in their induction and must also ensure all candidates are fully aware of how to reference and cite any information that they wish to use to support their own evidence.

It is the centre's responsibility to check for plagiarism and they must ensure there is a plagiarism policy in place that they are prepared to instigate if plagiarism is suspected or found. Centres must also be aware of the requirement to notify their External Quality Assurer (EQA) and City and Guilds directly if plagiarism is suspected or found.

Possible evidence sources

A portfolio of evidence will typically include numerous pieces of evidence – it must contain sufficient evidence to demonstrate the knowledge, skills and behaviours required for the occupational standard.

Evidence **must** include:

- City & Guilds externally set assignments (including candidate records for each assignment)
- City & Guilds provided observation records (for each observation conducted) and observation tracking sheet.

Other forms of supporting evidence may include:

- provider-produced worksheets and activities
- annotated photographs
- video clips (maximum total duration = 10 minutes)
- workplace documentation/records, for example session plans, resources used with, and adapted for, learners in the setting.

Other evidence sources are permitted, subject to the following requirements: the evidence provided must cover the relevant qualification content and be valid and attributable to the candidate. The evidence provided must contain a declaration from the provider confirming this.

Where secondary evidence is used, this must cross-reference to the content element for which it provides evidence of the candidate's learning.

Guidance for conducting the assignments

For the assessment of knowledge, (and some behaviours), the City & Guilds externally set **assignments** must be used as the primary assessment method.

City and Guilds has provided an assignment pack containing assignments to cover the contents of each unit. Centres must be clear that it remains the assessor's responsibility to ensure that sufficient, valid evidence is recorded for each candidate to justify the achievement of each assignment.

The assignments are provided in the separate document **City & Guilds Level 3 Technical Occupational Entry for Teaching Assistants (Certificate) (5330-03) Assignment Pack**.

Centres may use their own format, templates or documentation to present candidate evidence. Centres **must not** change task instructions nor the mapping requirements of tasks**.** For example, a candidate could choose to respond to one of the tasks orally by delivering a presentation which would be a different mode/format but still presenting the same evidence to the same standard and meeting the same content elements.

The tasks within the assignments may be completed electronically or be paper-based or a combination of both. Whilst written evidence is expected, evidence may be via recorded discussions, however where used this must be recorded and stored on a suitable device (ie not a personal mobile phone) and must be accessible, intelligible and auditable. Centres must be mindful that when agreeing the use of spoken or other forms of recorded evidence, the IQA and EQA must review the recordings, which affects the manageability of the quality assurance of the assessment and, if the recording quality poor, it is not possible to make

reliable judgements. The assessor's planning sheet and the candidate's prepared responses for the recorded discussion should also be presented as supporting evidence.

Candidates may wish to meet some of the evidence requirements by writing a reflective diary entry. In this event, candidates must cross reference the diary entry to the relevant task. There is a template provided that can be used for this purpose entitled **Professional Development Log/Diary**.

Where the unit content includes legislation or regulations, centres must refer to up-to-date legislation or regulations at the time when teaching and assessment is taking place.

Some aspects of the assignments relate specifically to 'schools' and 'children'. Whilst candidates may not be in a placement in which they are working with children in schools at the time of taking this qualification, the qualification is generic and it would qualify successful candidates to work across age groups. The qualification content enables candidates to gain relevant knowledge across all settings where Teaching Assistants might work.

Assessing candidate evidence for the assignments

The intention is that the assignments will be carried out on an ongoing basis throughout the duration of the programme of study. Summative assessment must only take place once the candidate is ready to undertake the assessment.

When assessing candidate evidence in order to make valid assessment decisions, assessors **must** refer to the minimum pass requirements for the tasks. The outcomes of each task **must** be recorded in the **Candidate Record** document.

- A candidate will be awarded a pass for a task where the provided evidence meets the minimum pass requirements.
- A refer outcome will apply where the provided evidence does not meet the minimum pass requirements.

When assessing the assignments, consideration should be given to the setting in which the candidate is placed. Assignments, as with all evidence for achievement, are subject to internal and external quality assurance.

For each assignment, assessors must complete a **candidate record** to record achievement. Any evidence submitted by the candidate for the assignments should be clearly marked with the task number and should be signed and dated by the candidate. This will provide a clear audit trail for grading and will fulfil authenticity requirements. Feedback between the assessor and the candidate should also be documented and form part of the audit trail. This will include any feedback or suggestions that result in the generation of additional evidence to meet the task requirements. Assignments, as with all evidence for achievement, are subject to internal and external quality assurance.

The assignment and candidate records are provided in the separate document **City & Guilds Level 3 Technical Occupational Entry for Teaching Assistants (Certificate) (5330-03) Assignment Pack**.

Resubmission opportunities for the assignments

Candidates submitting evidence that does not sufficiently meet the minimum pass requirements are allowed to re-submit their evidence following detailed feedback from their assessor.

Candidates do **not** need to retake the whole assignment. Candidates only need to resubmit the task.

The assessor **must** communicate a realistic deadline for the candidate to resubmit the evidence. When deciding on the deadline, the assessor **must** take into consideration appropriate factors according to individual candidate needs. The IQA and EQA **must** be able to access the feedback provided.

Prior to re-taking any task or assignment, it is advised that the candidate supplements their assessor's full and detailed feedback by engaging in additional learning or development that will support them in preparing to re-take the assessment.

In the event of a candidate being unsuccessful in multiple attempts to meet the minimum pass requirements for the tasks, then the assessor, in discussion with the candidate's mentor and centre IQA, must make a professional decision as to whether the candidate should continue with the qualification. This decision **must** be documented, along with supporting evidence for the decision and the information must be available for EQA purposes.

For full details on conducting and assessing the assignments please refer to the separate document, **City & Guilds Level 3 Technical Occupational Entry for Teaching Assistants (Certificate) (5330-03) Assignment Pack**.

Guidance for conducting the observations

The practical elements of the qualification will be assessed through a series of direct observations. In order to record evidence of the observations, City & Guilds provide an **observation tracking sheet** and **observation report template**. **These are both mandatory documents**. These documents can be found in the separate document, **City & Guilds Level 3 Technical Occupational Entry for Teaching Assistants (Certificate) (5330-03) Assessor Guidance** which is available on the City & Guilds website.

- All content elements indicated on the observation tracking sheet must be directly observed and assessed by the qualification assessor. The content elements covered include all skills and observable behaviours.
- All content elements indicated on the observation tracking sheet must be evidenced through observation; no other form of assessment of that content element is permitted.
- Observations must be face-to-face and at the ratio of one candidate per assessor.
- Observations **must** be carried out until **consistent competence** for each of the content elements on the observation tracking sheet is observed and can be confirmed by the assessor. The content elements and corresponding KSBs are shown in column two of the observation tracking sheet. The pass descriptor for each

content element is provided in the observation tracking sheet and sets out the minimum standard required to pass.

- Expert witness observations can only be used to observe any gaps in the technical and occupational competence of assessors which may occasionally occur, and for observing confidential or highly sensitive activities that are not appropriate for the qualification assessor to observe. (See guidance relating to observations carried out by expert witnesses).
- Expert witness observations must be passed to the qualification assessor to make the decision of whether the candidate has met the requirements of the content element or not.
- Content elements that have not been observed within standard practice may be assessed through assessor targeted observations. These are observations arranged specifically to capture those content elements that either due to the nature of the content element or circumstances in the setting, could not be observed as part of the holistic observations.

Assessing candidate evidence for the observations

The following **two** mandatory documents must be used in the assessment of the observations:

- **Observation report template**
- **Observation tracking sheet**

These can be found in the separate document, **City & Guilds Level 3 Technical Occupational Entry for Teaching Assistants (Certificate) (5330-03) Assessor Guidance** which is available on the City & Guilds website.

An observation report must be completed for **each** observation that takes place. Observation reports, whether completed by the qualification assessor or, on rare occasions, by the expert witness, are **mandatory documents** which must not be adapted or altered from the template provided and must detail exactly what is seen by the observer.

There **must** be an observation report completed for **every** observation carried out.

The observations may take place at any appropriate time, however we advise centres that the first observation should be within the first two months of the start of the course (except during holiday periods) and that sufficient observations need to occur to ensure assessors are satisfied candidates show *consistent competence* over the period of the programme of study.

Use of the observation report template

Observation reports **must** contain clear statements from the assessor about what has been observed and the statements **must** be directly linked to the relevant content element(s).

Observations **must** be suitably spaced and scheduled to allow the candidate to show evidence of the skills and behaviours they have developed at the appropriate points as they progress through the programme.

All observation reports **must** be numbered and listed on the observation tracking sheet. Each entry in the observation report must be explicitly linked back to the content element that it evidences.

Where qualification assessors have carried out the observation, the mapping to specific content element(s) must be explicit so the IQA and EQA can confirm their assessment decision.

Where expert witnesses have carried out an observation, the mapping to specific content elements must be explicit to enable the assessor to make the decision of whether the content element has been met, and so the IQA and EQA can confirm that decision.

Use of the observation tracking sheet

The **observation tracking sheet** is an index to the observation reports completed by assessors. The observation tracking sheet contains all of the content elements which must be assessed by observation. For each content element there is a pass descriptor which sets out the minimum standard required to pass.

Every observation reference number recorded in the observation tracking sheet **must** be supported by an entry in an **observation report** that confirms that the requirements of the content element have been met and the tracking sheet must be dated to indicate the occasions when the requirements to pass have been observed.

The **observation tracking sheet** is a **mandatory document**. Observations must be carried out until consistent competence for each of the content elements on the observation tracking sheet is confirmed by the assessor.

The assessor will confirm that consistent competence is achieved by indicating this on the **observation tracking sheet**. It is strongly recommended that observations are holistic and must confirm what the assessor actually sees.

Whilst it is sufficient for candidates to evidence the knowledge aspects of the qualification content only once, skills must be observed more than once in order to ensure consistent competence. Centres **must not** accept two observations as the lowest permissible requirement and must continue to observe candidate practice until they are confident that **consistent competence** has been achieved.

Expert witness testimonies may be used to **support** the assessment of skills and behaviours. The witness must state their relationship to the candidate and must focus their testimony on fact and observations of performance, not opinion. The testimony must be explicitly mapped to the content element it is evidencing and confirm real life instances that the candidate has been involved in.

Re-take opportunities for the observations

If a candidate does not meet the requirements for the skills and observable behaviours assessed by the observations, they are allowed to re-take an observation, following detailed feedback from their assessor.

The assessor **must** communicate a realistic deadline for evidence of all the skill(s) or behaviour(s) required by observation. When deciding on the deadline, the assessor **must**

take into consideration appropriate factors according to individual candidate needs. The IQA and EQA **must** be able to access the feedback provided.

Prior to re-taking any observation, it is advised that the candidate supplements their assessor's full and detailed feedback by engaging in additional learning or development that will support them in preparing to re-take the assessment.

In the event of a candidate being unsuccessful in multiple attempts to meet the assessment requirements of the observations, then the assessor, in discussion with the candidate's mentor and centre IQA, must make a professional decision as to whether the candidate should continue with the qualification. This decision **must** be documented, along with supporting evidence for the decision and the information must be available for EQA purposes.

Grading and claiming results

To pass the qualification, candidates **must**:

- meet **all** the minimum pass requirements as stated for each content element on the Observation Tracking Sheet, by meeting each pass descriptor on at least two occasions.
- meet **all** the minimum pass requirements stated on each of the individual Candidate Records for the assignments.

The minimum pass requirements for the observations are included for centres in the separate document **City & Guilds Level 3 Technical Occupational Entry for Teaching Assistants (Certificate) (5330-03) Assessor Guidance**.

The minimum pass requirements for the assignment tasks are included for centres in the Candidate Records which form part of the separate document **City & Guilds Level 3 Technical Occupational Entry for Teaching Assistants (Certificate) (5330-03) Assignment Pack**.

The qualification can only be claimed once the candidate has met the pass requirements for all the assessments in the qualification. Individual units may **not** be claimed for this qualification. All units must be claimed to achieve the qualification. Certificates of Unit Credit (CUCs) will **not** be available for this qualification.

Availability of assessments

Summative assessment must not take place until the candidate is deemed to be ready.

Assessors must plan and structure the programme according to the candidate's needs and expected progress. The candidate must be given clear indication and reasonable notice of the expected programme milestones, such as anticipated dates and/or deadlines for any summative assessment.

Assessors must use their professional judgement to decide when candidates are ready for summative assessment. Ongoing formative assessment will contribute to that decision.

Recognition of prior learning (RPL)

Recognition of prior learning (RPL) means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification. RPL can be used to exempt candidates from areas of learning previously achieved but does not exempt them from assessment.

RPL is allowed and is also sector-specific.

4 Units

Structure of the units

These units each have the following:

- City & Guilds reference number
- unit title
- unit level
- guided learning hours (GLH)
- unit aim
- assessment method
- links to Occupational Standard
- learning outcomes, which are comprised of a number of topics
- unit guidance for delivery and assessment

Guidance for delivery of the units

This qualification comprises a number of **units**. A unit describes what is expected of a competent person in particular aspects of their job.

Each **unit** is divided into **learning outcomes** which describe in further detail the knowledge and skills that a candidate should possess.

Each **learning outcome** has a set of **topics** (knowledge, skills or behaviours) that are simple and concise statements that indicate to a candidate something specific that they will be learning in relation to the learning outcome. It should provide clarity to a candidate at a high level on what they should be expecting to learn or be able to do about a specific area of the learning outcome.

Content (what needs to be covered) the content sections define the 'depth and breadth' to which the teaching / learning must be delivered.

It is important that these sections define all the essential content that **must** be covered for candidates to achieve the learning outcome. It is the information in this section that candidates will be assessed on.

Unit 301 Professional development

Unit level:	3
Guided Learning Hours (GLH):	15
Unit aim:	This unit covers the learning journey towards occupational entry as a Teaching Assistant. It takes into account any previous knowledge and experience prior to undertaking this qualification and any development and learning within the setting supported by others, such as the candidate's mentor or other staff. The unit explores different methods of professional development and the use of recorded, constructive feedback in developing one's own skills, knowledge and behaviour. This unit should be delivered at the beginning of the programme and run like a thread throughout. An initial Professional Development Plan must be completed by the candidate, the mentor and the assessor and will be followed by at least two reviews during the course of the qualification. The review must involve all three parties. There is a requirement for the candidate to keep a diary or log of their learning throughout the programme. When using a diary/log entry to form part of the evidence for any of the content requirements, the entry must be cross referenced to the relevant content element, so it is clear for the assessor/IQA/EQA to see how it relates back to the content of the qualification. Within the Personal Development Plan, the candidate must identify any prior learning or experience that they may have in the use of Information Technology (IT). This could include smart phones, tablets, personal computers and would usually include the use of software such as Word and PowerPoint. The level of IT knowledge and experience is not important at the outset, just that it is recorded. The mentor may help identify these areas.
Assessment method:	Portfolio of evidence
Links to Occupational Standard:	B4, B5

Learning outcomes

1. Develop a Professional Development Plan
2. Maintain a Professional Development Log/Diary
3. Use reflective practice to continuously improve performance

Learning outcome 1

Develop a Professional Development Plan

Topic	Content element What needs to be covered:
1.1 Professional Development Plan	1.1.1 Identify own preferred learning style(s) Link to Honey and Mumford or Kolb's Theory of Learning
	1.1.2 Agree a Personal Development Plan to include: a) Prior knowledge/experience b) Preferred Learning Style(s) c) Details of any additional learning needs d) Present role description e) Learning/training needs identified f) SMART objectives g) Support sources h) IT Skills i) Review date
	1.1.3 The available sources of research/training including: a) Research: i) Internet research ii) Publications/articles b) Training: i) Staff members within the setting ii) Online training opportunities iii) Off the job training opportunities iv) Internal v) External vi) On the job training opportunities
	1.1.4 The support mechanisms within own setting for Professional Development including: a) Class teacher b) SENDCO c) Line manager d) Any other support mechanisms within own setting (see guidance section)

Learning outcome 2

Maintain a Professional Development Log/Diary

Topic	Content element What needs to be covered:
2.1 Professional Development Log/Diary	2.1.1 Maintain a Professional Development Log/Diary to contain details of: a) Objectives of any training undertaken and method(s) of delivery including: i) Dates ii) Time spent b) Research carried out and sources including: i) Dates ii) Time spent c) Reflection on how feedback from others within the setting impacts on own practice d) Reflection on impact on own practice of any learning gained from the training/research undertaken e) Any resulting personal action points for discussion with line manager

Learning outcome 3

Use reflective practice to continuously improve performance

Topic	Content element What needs to be covered:
3.1 Reflective practice	3.1.1 Participate in Professional Development Reviews within own setting, to include: a) Progress to date matched against previous review/personal development plan objectives b) Details of discussions with line manager and agreed actions as necessary c) Further target setting using SMART objectives
	3.1.2 How feedback can be used to develop own performance in the setting including: a) Principles of constructive feedback b) How to use feedback to develop performance c) How feedback from different sources can be/is recorded within the setting d) Feedback recording methods within the setting, including how observations of practice are recorded and used

Unit guidance for delivery and assessment

Templates to aid completion of this unit are provided in Appendix 1 of the separate document, **City & Guilds Technical Occupational Entry for Teaching Assistants (Certificate) (5330-03) Assignment Pack**.

1.1.2: The plan will include measurable objectives and state how these may be achieved. These objectives will include development of knowledge, skills and behaviours. The plan must be agreed, signed and dated by the candidate and the line manager. The plan must be agreed **within four weeks** of the start date at the setting.

1.1.3 refers to the available sources of research/training for the role of the Teaching Assistant. Research sources and sources of training will be listed and matched to the requirements of the role.

1.1.4: 'Other support mechanisms' could include team meetings, colleagues in the setting, feedback from parents/carers and the Senior Leadership Team. The support mechanisms referred to will be appropriate and relevant to the candidate's role and setting.

2.1.1: The log/diary must be created immediately following the agreement of the Professional Development Plan and must be kept up to date. The log/diary must contain dates and duration of these activities as applicable, and reflection on learning. The reflection on learning will link to the impact on the candidate's knowledge/skills/behaviours. The log/diary must contain details of any further development or action deemed useful/necessary, to be discussed with a line manager. Research details must include any source references.

3.1.1: At least two reviews will take place; these must be spaced throughout the programme. The reviews must contain dates and signatures of the candidate and the line manager. Discussions with the line manager will include consideration of, and references to, the Professional Development Log/Diary.

3.1.2 could include feedback from the class teacher, SENDCO, colleagues, parents/carers and the Senior Leadership Team. The feedback included will be appropriate and relevant to the candidate's role and setting.

Unit 302 Curriculum and the wider context of education

Unit level:	3
Guided Learning Hours (GLH):	15
Unit aim:	This unit covers the curriculum intent, how it is implemented and the intended impact. Candidates will explore the intent of the curriculum within the placement organisation, how the curriculum is implemented and the intended impact of that curriculum. The unit also considers how the curriculum fits within the broader context across different stages of education.
Assessment method:	Portfolio of evidence
Links to Occupational Standard:	K10, S7, B2, B6

Learning outcomes

1. Understand the structure of education from early years to post compulsory education
2. Understand the key stages of education
3. Understand the roles of leadership and governance
4. Promote the curriculum intent within own placement organisation

Learning outcome 1

Understand the structure of education from early years to post compulsory education

Topic	Content element What needs to be covered:
1.1 Entitlement and provision	1.1.1 Entitlement and provision that impacts on later development of children and young people including: a) LEA funding provision b) Playgroups c) Registered childminders d) Nannies e) Home based carers f) After school clubs

Learning outcome 2

Understand the key stages of education

Topic	Content element What needs to be covered:
2.1 Key stages of education and their associated options	2.1.1 The purpose of the National Curriculum
	2.1.2 The key stages within education including: a) Early Years Foundation Stage (EYFS) b) Primary 1-2; ages 4-11 c) Secondary 3-5; ages 12-18+
	2.1.3 The content of intended learning at each Key Stage including: a) Early Years Foundation Stage (EYFS) b) Primary 1-2 c) Secondary 3-5
	2.1.4 The characteristics of the different types of schools in relation to Key Stages including: a) State schools b) Special schools c) Faith schools d) Free schools e) Academies f) Community schools g) State boarding schools h) Independent schools i) University technical colleges j) Any additional in local area
	2.1.5 The education options at Key Stage 4 including: a) GCSE b) Functional Skills c) Any other current options
	2.1.6 The advantages and disadvantages of each of the study options at Key Stage 5 including: a) Places to study i) School ii) Sixth form College iii) Technical College b) Examination options i) A Levels ii) T Levels iii) VRQ iv) VTQ v) Applied qualifications vi) Exam-retakes vii) Any other current option c) Combined work and study options i) Apprenticeships ii) Traineeships iii) Internships

Learning outcome 3

Understand the roles of leadership and governance

Topic	Content element What needs to be covered:
3.1 Leadership and governance	3.1.1 The role and strategic purpose of those who contribute to the leadership in own placement organisation including: a) Headteacher/Principal/Chief Executive Officer b) Senior Leadership Team
	3.1.2 The role and strategic purpose of those who contribute to the governance in own placement organisation including: a) Governors i) Staff Governors ii) Parent Governors iii) Community Governors iv) Governors appointed by the Local Authority b) SENDCO c) Teachers

Learning outcome 4

Promote the curriculum intent within own placement organisation

Topic	Content element What needs to be covered:
4.1 Curriculum intent	4.1.1 The intent of the curriculum within own placement organisation, including: a) Ethos b) Mission statement c) Organisation values
	4.1.2 How the curriculum intent (ethos, mission statement and organisational values) impacts on own working practices in the setting.
	4.1.3 Methods of communication relating to promoting the curriculum intent of own placement organisation, both inside and outside of the classroom, including: a) Assemblies b) Prospectus/handbook c) Organisation website d) Open days (parents, carers, the wider community)
	4.1.4 Be a positive role model, upholding and exemplifying the organisation's values
	4.1.5 Work collaboratively and constructively with the whole school/organisation's community, including: a) Other learners b) Other teachers c) Parents/Carers d) One other section of the whole community of own choice

Unit guidance for delivery and assessment

In learning outcome 1, the candidate will show understanding of how early pre-school experiences can impact on children and young people and how they develop over time. The candidate will provide a brief summary of entitlement and provision available for each point a) to f). They will also provide evidence of their consideration of the impact those early years settings may have on a learner's future life and learning.

In learning outcome 2, elements 2.1.1, 2.1.2 and 2.1.3 explore the purpose of the National Curriculum, the Key Stages that sit within it and the intended learning at each stage.

2.1.4 explores the characteristics of different types of schools. Regardless of the setting in which they work, the candidate must show understanding of different types of schools. They should summarise the characteristics of the schools and link them to the Key Stages. If the evidence is produced in written form, a short paragraph for each type of school a)-j) will meet this requirement. Delivery should allow for 'any additional in local area' which will maintain currency by allowing the candidate to include any additional types of school that may have emerged at the time teaching and assessment of this qualification is taking place.

2.1.5 relates to the education options in Key Stage 4 and 2.1.6 relates to study options that go beyond the age of 18 in Key Stage 5.

2.1.6 b): Examination options - Delivery should support relevance and currency by allowing for 'any other current options in your local area' for qualifications, which could include, for example, Asdan, Baccalaureate (E Bacc), T Levels and VRQ.

In learning outcome 3, the candidate will investigate the difference between leadership and governance before they summarise the purpose and role of those involved in both capacities within their own placement organisation.

Learning outcome 4 links the curriculum intent to the candidate and to their professional journey thus far. The candidate will examine themselves in relation to how they express the curriculum intent in their own role, their journey, their placement organisation and how it portrays itself to learners, parents and the wider community.

In 4.1.5 'whole school/organisation community' could also include: headteacher/principal, management team, governors, SENDCO, other support staff, admin staff, cleaning/caretaking staff, wider families of learners, community groups with an interest in the school, people in the community with an interest in the school and people in the community invited into the setting in order to contribute to learning. The candidate evidence will include community members appropriate and relevant to the candidate's role and setting.

Unit 303 Legislation and policy

Unit level:	3
Guided Learning Hours (GLH):	19
Unit aim:	The focus of this unit is on legislation, guidelines, policies and procedures for keeping children and young people safe. Candidates will show understanding of their responsibilities and demonstrate how they comply with safeguarding and health and safety strategies within their own work setting.
Assessment method:	Portfolio of Evidence
Links to Occupational Standard:	K11, K17, S8, S12, S13

Learning outcomes

1. Comply with legislation and policies relating to keeping children and young people safe.
2. Understand how to respond to safeguarding issues
3. Support e-safety for children and young people
4. Understand how to support the health and safety of children and young people

Learning outcome 1

Comply with legislation and policies relating to keeping children and young people safe

Topic	Content element What needs to be covered:
1.1 Legislation, guidance, policies and procedures	1.1.1 The legal requirements relating to education for school age children and young people, including: a) Health and Safety at Work Act 1974 b) UN Conventions on the Rights of a Child 1991 c) Public Interest Disclosure Act 1998 (Whistle blowing) d) Special Educational Needs and Disabilities Act 2001 e) Children's Acts (1989) 2004 f) Disability Discrimination Act 2005 g) Academies Act 2010 h) Equality Act 2010 i) Education Act 2011 j) Working together to Safeguard Children k) Counterterrorism and Security Act PREVENT and Esafety 2015 l) Keeping Children Safe in Education m) General Data Protection Records (Data Protection 1998) 2018 n) Children and Families Act 2014 Legal requirements to include most recent updates

Topic	Content element What needs to be covered:
	1.1.2 How current key legal requirements impact on own practice in own placement organisation including: a) PREVENT b) Safeguarding c) Health and Safety
	1.1.3 How national standards contribute to the safeguarding of children and young people including: a) Safer staff and volunteers b) Child protection and protecting young adults at risk c) Avoiding accidents and running safe activities and events d) Recording and storing information e) Sharing information and working with other agencies
	1.1.4 Comply with legislation, guidance and procedures for PREVENT, Safeguarding and health and safety when carrying out role within the setting

Learning outcome 2

Understand how to respond to safeguarding issues

Topic	Content element What needs to be covered:
2.1 Safeguarding	2.1.1 The indicators that may cause concerns and the action to take in the context of safeguarding including: a) Physical b) Neglect c) Sexual d) Emotional e) Bullying and harassment f) Child sexual exploitation (CSE) g) Child criminal exploitation (CCE) h) Grooming i) Female genital mutilation (FGM) j) Fabricated and induced illness (FII) k) Radicalisation l) County lines m) Domestic violence n) Child on child abuse
	2.1.2 The roles and responsibilities of other organisations that are involved in the safeguarding of children and young people including: a) Social services b) Police c) NSPCC d) Health visitors e) Medical staff f) Child psychologist g) Youth Justice Service h) MASH (Multi Agency Safeguarding Hub) i) Any other local safeguarding organisations

Topic	Content element What needs to be covered:
	2.1.3 The low-level concerns and whistleblowing procedures in own placement organisation
	2.1.4 The purpose of serious case reviews/child safeguarding practice reviews in a safeguarding context
	2.1.5 How the outcome of serious case reviews/child safeguarding practice reviews impact on own placement organisation

Learning outcome 3

Support e-safety for children and young people

Topic	Content element What needs to be covered:
3.1 Safe use of technology	3.1.1 The risks and possible consequences for children and young people being online
	3.1.2 Ways of reducing online risk to children and young people including: a) Social networking b) Internet use c) Buying online d) Using a mobile phone
	3.1.3 Use up-to-date technology safely to support learning
	3.1.4 Encourage e-safety by learners

Learning outcome 4

Understand how to support the health and safety of children and young people

Topic	Content element What needs to be covered:
4.1 Health and safety	4.1.1 Safety and other factors to be considered when planning indoor and outdoor activities including: Safety: a) Physical safety b) Emotional safety c) Cultural safety Other factors: d) Risk assessments e) Reporting of hazards f) Health needs g) Age h) Development i) Ability j) Staff ratios
	4.1.2 The policies and procedures to be instigated in response to emergencies in own placement organisation including: a) Accidents b) Incidents c) Illness d) one other type of emergency of own choice

Unit guidance for delivery and assessment

Note: Legislation and safeguarding concerns must also cover any updates that are introduced after the introduction of the qualification.

Learning outcome 1 relates to the legislation, guidance, policies and procedures that link to safeguarding in places where children and young people learn.

1.1.1: The candidate will produce a summary of each piece of legislation a) to n).

1.1.2: The candidate must explain how the primary safeguarding aspects a) to c) are managed within their placement and how they impact on them as a practitioner.

1.1.3: The candidate will investigate national standards linked to safeguarding, explain their purpose and how they link into keeping learners safe.

Learning outcome 2 is centred on safeguarding. All content elements relating to this unit must be thoroughly evidenced by the candidate. **It should be noted that evidence for this learning outcome in no way replaces safeguarding training, and such training is the responsibility of the placement organisation.**

Learning outcome 3 relates to online safety and the risks and consequences that can occur. The candidate must show that they have analysed the risks and consequences of learners being online; they will also outline briefly, for example, in short paragraphs, how those risks can be minimised.

Learning outcome 4 explores safety factors linked to organising indoor and outdoor play. The candidate will explain the factors to be considered in the list 4.1.1 a) to j) and then provide a short explanation of how the policies of their placement organisation sets out the expected response to accidents, incidents and illness. In order to further support evidence of contextualised learning, the candidate will add one additional type of emergency that they have been involved in or observed. The additional type of emergency for evidence should be chosen by the candidate.

Unit 304 Stages of development for children and young people

Unit level:	3
Guided Learning Hours (GLH):	24
Unit aim:	This unit explores the stages of development for children and young people. Candidates will develop an understanding of how a learner's background and experiences might impact on how they learn; they will also investigate strategies to support learners transitioning through different stages and levels of learning. In this unit, candidates will consider barriers to learning and how they can be overcome.
Assessment method:	Portfolio of evidence
Links to Occupational Standard:	K3, K5, K16, B5

Learning outcomes

1. Understand the expected pattern of development for children and young people
2. Understand how to support children and young people during transitions in their learning and development

Learning outcome 1

Understand the expected pattern of development for children and young people

Topic	Content element What needs to be covered:
1.1 Children and young people's development	1.1.1 The characteristics and stages of the development of children and young people from school age to 18 years including: Characteristics: a) Physical b) Social c) Intellectual d) Emotional e) Communication Stages: f) Ages 4-7 g) Middle childhood 8-11 h) Adolescence 12-18

1.1.2 How children and young people's development is influenced by a range of personal factors, including: a) Disability b) Poverty c) Illness d) Reportable illness e) Parenting/caring f) Mental health g) EAL h) Abuse i) Previous childhood experiences
1.1.3 How children and young people's development is influenced by a range of external factors, including: a) Community b) Environment c) Social d) Economic e) Technological
1.1.4 How theories of development can affect learners' academic and pastoral development including: a) Behavioural theory: i) Pavlov ii) Thorndike iii) Watson iv) Skinner b) Attachment theory: i) Bowlby ii) Ainsworth c) Social learning theory: i) Bandura ii) Hull iii) Rotter d) Cognitive development theory: i) Piaget ii) Vygotsky iii) Anderson iv) Fischer

Learning outcome 2

Understand how to support children and young people during transitions in their learning and development

Topic	Content element What needs to be covered:
2.1 Transitions	2.1.1 The different types of transitions and their impact on the development of children and young people, including: a) Emotional i) Personal circumstances ii) Bereavement iii) Family breakup iv) Changes in family life v) Change of carers b) Physical i) New home ii) New locality iii) New educational establishment c) Intellectual i) Moving from pre-school to primary ii) Moving from primary to secondary d) Physiological i) Puberty ii) Long-term medical conditions
	2.1.2 How a child or young person's approach to transitions may be affected by their personal circumstances, including: a) Culture b) Religion c) Personal beliefs d) Gender/orientation e) Stage of development f) Previous experiences g) Under achievement h) Exclusion
	2.1.3 The support available to children and young people to manage transitions, including: a) Within the setting: i) Teachers ii) Teaching Assistants iii) SENDCO b) From other agencies within own local area
	2.1.4 How to work within the boundaries and protocols that govern own role in own placement organisation supporting children and young people through transitions including: a) Boundaries: Own responsibilities in relation to supporting learners experiencing transitions b) Protocols: Process for reporting concerns and referring learners' support needs to appropriate person in the organisation

Unit guidance for delivery and assessment

Learning outcome 1 explores the expected pattern of development for children and young people.

1.1.2: The candidate must summarise two personal factors from each of a) to i) that influence the development of children and young people.

1.1.3: The candidate will summarise two external factors from each of a) to e) that influence the development of children and young people.

For 1.1.4, the candidate will research theories of development and select two theorists from each list, a) to d), to provide a summary of how application of these theories can affect academic and pastoral development of learners. One of the two selected theories from each section must link clearly and specifically to the candidate's own practice.

Learning outcome 2 explores how to support children and young people during transitions in their learning and development.

2.1.1 and 2.1.2 consider the types of transitions children and young people may experience, how they impact on their development and how their approach to these transitions is affected by their own personal circumstances.

2.1.3 requires the candidate to explain the support children and young people might receive to manage transitions from within their own placement organisation and external agencies.

2.1.4 a) Boundaries: the candidate must link their own responsibilities, and/or those of others, depending on the requirements of their own placement organisation, to the supporting of learners experiencing transitions.

2.1.4 b) Protocols: the candidate must explain the protocols to be followed by themselves and/or others in their own placement organisation in relation to reporting and recording concerns and learning needs identified; they must also explain the appropriate referral of learners during transitional periods.

Unit 305 Delivery of learning

Unit level:	3
Guided Learning Hours (GLH):	22
Unit aim:	This unit will equip candidates with knowledge and understanding of the Teaching and Learning Cycle which underpins all aspects of a Teaching Assistant's role in the classroom. Candidates will draw on their own research, knowledge and personal experiences to show how they plan and deliver learning, make interventions when needed, and produce resources.
Assessment method:	Portfolio of Evidence
Links to Occupational Standard	K2, K4, K7, K9, K12, K14, S1, S4, S5, S6, S10, S14, B3, B4, B5

Learning outcomes

1. Plan delivery of learning
2. Use teaching strategies and interventions
3. Develop and use learning resources for delivery of learning
4. Observe, record and report on learners in line with organisational procedures

Learning outcome 1

Plan delivery of learning

Topic	Content element What needs to be covered:
1.1 Planning delivery	1.1.1 The process of each stage of the Teaching and Learning Cycle and how they impact on practice, including: a) Review previous learning b) Plan delivery and set targets c) Delivery and formative assessment d) Assess success or meeting targets e) Feedback to learner(s) f) Evaluate success of delivery

	1.1.2 How theories relating to learning styles can aid planning delivery of learning including: a) Fleming: i) Visual ii) Aural iii) Read/write iv) Kinesthetic b) Honey and Mumford: i) Activist ii) Pragmatist iii) Reflector iv) Theorist
	1.1.3 The use of SMART targets to support the next steps in learning. SMART: Specific, Measurable, Achievable, Realistic, Time-bound
	1.1.4 How SMART targets are set to progress learners to the next steps in own placement organisation.
	1.1.5 Communicate with teachers and others to ensure clarity of own role when planning delivery

Learning outcome 2

Use teaching strategies and interventions

Topic	Content element What needs to be covered:
2.1 Teaching strategies and interventions	2.1.1 Theories of motivation in teaching and learning and how they impact on own practice when motivating learners including: a) Extrinsically motivated learners b) Intrinsically motivated learners c) Passive learners d) Active learners

	2.1.2 How learner needs impact on teaching strategies. To cover: a) Learner needs: i) Previous learning ii) SEND iii) Confidence level iv) Motivation b) Teaching Strategies: i) Questions ii) Role play iii) Case studies iv) Group discussion v) Projects vi) Lecture vii) Activities/games viii) Individual learning ix) One-to-one x) Learner led c) Age groups: i) Ages 4-7 ii) Middle childhood 8-11 iii) Adolescence 12-17 iv) Adulthood 18+
	2.1.3 Theories to support teaching interventions in own practice including: a) Pedagogy b) Scaffolding
	2.1.4 How interventions improve learning, based on needs of own learners including: a) Inside the classroom b) Outside the classroom c) Precision teaching
	2.1.5 The effectiveness of teaching strategies and interventions used within own setting
	2.1.6 Apply teaching strategies to support independent learning as appropriate to own learners. A minimum of 2 teaching strategies as per list in 2.1.2b, dependent on own learners and/or setting
	2.1.7 Apply teaching strategies to deliver learning activities and interventions as appropriate to own learners. A minimum of 2 teaching strategies as per list in 2.1.2b, dependent on own learners and/or setting
	2.1.8 Adapt teaching strategies to support learners, as appropriate to own setting, including: a) Scaffolding b) Open questioning

Learning outcome 3

Develop and use learning resources for delivery of learning

Topic	Content element What needs to be covered:
3.1 Resources	3.1.1 Types of resources and how they aid delivery of learning in own placement organisation
	3.1.2 How to adapt tasks and resources to support individual learners' needs in own placement organisation. a) Adaptations to include: i) Extension tasks ii) Open tasks (individual response) iii) Demonstration/Modelling/Scaffolding b) Resources to include: i) Handouts ii) Games iii) Worksheets iv) Flash cards v) Resources to support SEND
	3.1.3 The effectiveness of resources and adaptations used within own setting
	3.1.4 Adapt resources to support learners including: a) encouraging the development of independent learning b) support teaching interventions

Learning outcome 4

Observe, record and report on learners in line with organisational procedures

Topic	Content element What needs to be covered:
4.1 Observing, recording and reporting	4.1.1 Methods of observing, recording and reporting within own organisation. Methods of observing to include: a) Formal b) Informal c) Unobtrusive d) Interactive e) Any other method you may use
	4.1.2 Observe, record and report on learners in line with organisational procedure

Unit guidance for delivery and assessment

The candidate will evidence their understanding of the relevance of the Teaching and Learning Cycle in planning/delivery by the teacher and within the role of the Teaching Assistant. This will include showing evidence in relation to setting and reviewing targets for learners, communicating effectively with the teacher and applying learning in practice.

The Teaching Assistant role requires the ability to undertake research and explain and apply theories in delivering learning. In this unit, the candidate will evidence their learning in relation to planning and delivering interventions according to individual learners' needs, ensuring learners are motivated and reflecting on the effectiveness of teaching strategies based on theories of teaching.

1.1.1: The candidate will explain what takes place at each stage of the Teaching and Learning Cycle. Their explanation will also reference the key stakeholders involved so that it is clear which of the stages are undertaken by themselves and other stakeholders such as class teachers and SENDCOs.

1.1.2: The candidate will produce a brief explanation of each aspect i) to iv) of both Fleming and Honey and Mumford's theories. The candidate evidence will also include an explanation of how these theories influence planning (or contribute to planning) for the delivery of learning.

1.1.3: The candidate will provide a brief explanation (for example, in the form of a written paragraph), which explains the acronym SMART. A developed explanation will be provided to show their understanding of how SMART targets support learners to progress to their next steps in learning (1.1.4).

Teaching Assistants should be able to work competently with appropriate resources to support delivery of learning and implementation of interventions as necessary. In this unit, the candidate will show evidence of their learning in relation to identifying the appropriate resources for the delivery being undertaken and appropriate to their own learners' needs.

In 3.1.1 - 3.1.4, the available and relevant resources will be dependent on the candidate's own setting and learners and could typically include: topic related resources, IT (e.g., laptops, interactive board, educational games, Powerpoint), pens/pencils/paper, handouts, worksheets, display material, flash cards, and resources to support SEND.

3.1.2: Individual learners' needs could include SEND, confidence level, motivation and preferred learning style. The needs included in the candidate evidence will depend on the learner(s) in the candidate's own setting.

4.1.2: Evidence to meet the requirement to observe, record and report learner activity could be informal, formal, oral, written. It will be clear from the evidence that the candidate's observation, recording and reporting follows the required organisational procedures of the candidate's own setting.

Unit 306 Assessment

Unit level:	3
Guided Learning Hours (GLH):	20
Unit aim:	This unit investigates the purpose of assessment and feedback within the Teaching and Learning Cycle. It will enable candidates to understand and be able to apply best practice in the use of assessment and feedback within the classroom.
Assessment method:	Portfolio of Evidence
Links to Occupational Standard:	K1, K4, K7, K8, S11, S16, B4

Learning outcomes

1 Undertake planning and assessment
2 Provide feedback to learners

Learning outcome 1

Undertake planning and assessment

Topic	Content element What needs to be covered:
1.1 Assessment types and methods	1.1.1 The purpose of different assessment types within the learning and assessment cycle, including: a) Initial assessment b) Formative assessment c) Summative assessment
	1.1.2 The strengths and limitations of the assessment methods used in formative assessment, in relation to different stages of development of learners Assessment methods: a) Observation b) Question and Answer c) Written work d) Self-assessment e) Peer assessment f) Prior learning and experience g) Professional discussion h) Orally, digitally recorded discussions

Topic	Content element What needs to be covered:
	1.1.3 How to apply formative assessment methods appropriate to learners' needs within own setting, including: a) Special assessment requirements i) SEND ii) LAC iii) Social/emotional needs iv) Pupil premium b) Preferred assessment methods c) Impact on learner
	1.1.4 The effectiveness of assessment methods used within own setting
	1.1.5 Apply formative assessment methods appropriate to learner's needs within own setting

Learning outcome 2

Provide feedback to learners

Topic	Content element What needs to be covered:
2.1 Feedback	2.1.1 The strengths and limitations of different methods of feedback including: a) Oral b) Written c) Informal d) Formal e) Positive f) Negative g) Evaluative h) Developmental i) Constructive j) Corrective k) Descriptive l) Meaningful m) Directive
	2.1.2 How the strengths and weaknesses of different feedback methods impact on learner development, to include: a) Confidence b) SEND c) Progress d) Motivation e) Emotional needs f) Physical needs

Topic	Content element What needs to be covered:
	2.1.3 The process of reviewing formative and summative assessment feedback to support the next steps in learning, including how discussions with learners and other stakeholders contribute
	2.1.4 The effectiveness of feedback used within own setting
	2.1.5 Provide feedback to learners using methods appropriate to own setting

Unit guidance for delivery and assessment

In their role of undertaking formative assessment within the classroom, this unit is focused on the Teaching Assistant having a broad knowledge of the assessment process. The candidate will show understanding of the benefits of valid assessment decisions and how to enable learners to progress.

The candidate will provide evidence of their learning in relation to identifying the most appropriate assessment method for individual learners based on their needs and the optimal method/approach for providing feedback to learners based on their needs, including factors such as ability and confidence levels.

Learning outcome 1 covers planning and assessment.

1.1.2: The candidate must compare the strengths and limitations of the different formative assessment methods listed in a) to h).

1.1.3: The candidate will explain how to apply the different formative assessment methods appropriate to learners' needs within their own setting. The explanation will cover the content elements listed in a) to e).

Learning outcome 2 focuses on providing feedback to learners.

2.1.1 requires the candidate to describe the strengths and weaknesses of different types of feedback a) to m).

2.1.2 requires the candidate to consider how the different approaches to giving feedback a) to f) could impact the development of learners.

The evidence for this unit will clearly show that the candidate has applied their learning from this unit to their own practice when assessing learners within their own setting.

Unit 307 Communication, relationships and role modelling

Unit level:	3
Guided Learning Hours (GLH):	16
Unit aim:	In this unit, candidates will consider the principles of communication, relationships and role modelling, the implementation of these principles in educational settings, and their impact on learning. The unit has a focus on the importance of positive role models, relationships and communication and their impact on the whole setting. It also examines the implementation of well-being across different stages of education.
Assessment method:	Portfolio of Evidence
Links to Occupational Standard:	K11, K13, S2, S5, S7, B1, B2, B3, B6

Learning outcomes

1. Understand the importance of promoting positive relationships and communication in an educational setting
2. Provide learners with a positive role model for developing relationships and communication skills
3. Provide respectful communication and support confidentiality

Learning outcome 1

Understand the importance of promoting positive relationships and communication in an educational setting

Topic	Content element What needs to be covered:
1.1 Communication	1.1.1 Different methods of effective communication including: a) Verbal b) BSL c) Makaton d) Emails e) Telephone f) Social media g) Non-verbal

Topic	Content element What needs to be covered:
	1.1.2 How to adapt communication strategies to build positive relationships in educational settings including: a) Role modelling b) Consistency c) Trust d) Safe and secure
	1.1.3 Individual circumstances that may affect relationship building and how learners communicate with others including: Circumstances: a) Environment b) SEND c) EAL How learners communicate with others: d) Sensory impairment e) Speech, language or communication impairment f) SEND g) Social and emotional development

Learning outcome 2

Provide learners with a positive role model for developing relationships and communication skills

Topic	Content element What needs to be covered:
2.1 Role modelling, effective relationships and communication	2.1.1 Communicate with the teacher to clarify own role as a Teaching Assistant
	2.1.2 Adapt communication strategies to suit the audience and context in own setting
	2.1.3 Interact collaboratively to build professional and respectful relationships with others
	2.1.4. Respect and promote Equality, Diversity and Inclusion in interactions with learners and other stakeholders

Learning outcome 3

Provide respectful communication and support confidentiality

Topic	Content element What needs to be covered:
3.1 Building respectful relationships	3.1.1 Demonstrate professional and respectful communication and relationship building with the whole school/organisation's community, including confidentiality
	3.1.2 The importance of confidentiality when building relationships, including: a) Trusting relationships b) Safeguarding requirements c) Own setting's policies and procedures

Topic	Content element What needs to be covered:
	3.1.3 How professional conduct links to using social media when working as a Teaching Assistant, including a) potential risks b) best practice to ensure confidentiality

Unit guidance for delivery and assessment

Learning outcome 1 focuses on different types of communication and their effect on building relationships within a setting. It also considers the impact of individual circumstances on how learners communicate with each other.

In their placement setting, the candidate may not directly work with all of the methods and circumstances specified in the unit content but they must nevertheless address each of them in their evidence in order to show their understanding of the content elements.

Evidence for relationship building with a whole school/organisation's community will be contextualised appropriately according to the candidate's individual setting (see note for 3.1.1 below).

The requirements of learning outcome 2 and 3.1.1 will be met with direct observations of the candidate demonstrating their ability to be a positive role model for communication and relationships with learners and other relevant stakeholders. The candidate must show that they are able to promote inclusion and support equality and diversity in their communication and relationship building, as they support learners and work with other adults.

3.1.1: Whole school/organisation's community could include: headteacher/principal, management team, governors, SENDCO, other support staff, administrative staff, cleaning/caretaking staff, wider families of learners, community groups with an interest in the school, individual people in the community with an interest in the school, people in the community invited into the setting to contribute to learning.

Confidentiality and its links to building relationships, safeguarding and professional conduct are explored in 3.1.2; within their evidence, the candidate must make reference to their setting's policies and procedures and relevant legislation and show clear understanding of the reasons why confidentiality is important.

3.1.3: the candidate will evidence their understanding of the potential risks to professional conduct and confidentiality, when using social media. The candidate will also explore best practice for Teaching Assistants when using different types of social media, showing links to relevant guidance within their setting.

Unit 308 Learning and support

Unit level:	3
Guided Learning Hours (GLH):	24
Unit aim:	The aim of the unit is to examine different aspects of learning and support, focussing on the support available to learners to enable them to develop their learning skills and receive the support needed to do so.
Assessment method:	Portfolio of Evidence
Links to Occupational Standard:	K2, K4, K7, K11, K12, K14, K15, K16, K17, S1, S3, S4, S6, S9, S10, S11, S14, S16, B3

Learning outcomes

1. Understand the importance of adapting strategies to meet the different support and learning needs of all learners
2. Work to support learning activities as directed by the teacher
3. Support learners' well-being and mental health

Learning outcome 1

Understand the importance of adapting strategies to meet the different support and learning needs of all learners

Topic	Content element What needs to be covered:
1.1 Learner behaviours and needs	1.1.1 Different learning needs and their impact on academic behaviour including: a) EAL: i) Cultural differences ii) Language differences b) SEND: i) Dyslexia ii) Dyspraxia iii) ADHD iv) Other conditions seen within own setting. c) Behaviour: i) Poor processing ii) Concentration skills iii) Behavioural issues iv) Attendance v) Disruptions

Topic	Content element What needs to be covered:
	1.1.2 The range of pastoral needs learners may display during activities, including needs arising from: a) Environment: i) Inadequate housing ii) Lack of safe places to play b) Family: i) Domestic violence ii) Substance abuse iii) Mental ill health c) Poverty: i) Poor nutrition ii) Poor health iii) Lack of medical care iv) Lack of resources
	1.1.3 The pastoral support learners may access including: a) Counselling b) Peer support c) Goal setting d) Nurture groups
	1.1.4 The benefits of different learning interventions within own setting including: a) One-to-one b) Groups
	1.1.5 How to use a range of resources to support all learner needs including: a) Different curricular activities b) Differentiated Maths and English activities c) Adapted equipment d) Outside professionals

Learning outcome 2

Work to support learning activities as directed by the Teacher.

Topic	Content element What needs to be covered:
2.1 Supporting learning activities	2.1.1 Work with the teacher to support planning, delivery and evaluation including: a) Preparing resources b) Supporting the learning environment c) Feeding back on learner progress and behaviour to: i) learners ii) colleagues

	2.1.2 Prepare learning activities to engage learners, as directed by the teacher including: a) Meeting intended learning outcomes b) Supporting and challenging learner interest and development c) Maintaining learner motivation and positive behaviour d) Promoting independent learning
	2.1.3 Adapt learning activities to support the learning and development needs of all learners
	2.1.4 Monitor learners in order to give feedback on outcome of learning, including feedback to: a) learners b) teachers

Learning outcome 3

Support learners' well-being and mental health

Topic	Content element What needs to be covered:
3.1 Learner well-being and mental health	3.1.1 The factors that influence the well-being of learners including: a) Environment: i) Inadequate housing ii) Lack of safe places to play b) Family: i) Domestic violence ii) Substance abuse iii) Mental ill health c) Poverty: i) Poor nutrition ii) Lack of medical care
	3.1.2 How to support learners' well-being in line with organisational policy and procedures including: a) Social and emotional skills b) Mental health and well-being c) Personal care
	3.1.3 The enrichment activities used within own setting to support learners' well-being and mental health
	3.1.4 The impact of enrichment activities on learners' well-being and relationships including: a) Self-esteem b) Confidence c) Team working skills d) Sense of belonging

Topic	Content element What needs to be covered:
	3.1.5 The internal and external referral services that are available to support learners' well-being and mental health including: a) SALT b) Educational psychologist c) Social services d) NSPCC e) GP f) Children and Adolescent Mental Health Services g) MASH (Multi-Agency Safeguarding Hub) h) Other local support groups
	3.1.6 Support learners' well-being and mental health in line with own organisational policy and procedures

Unit guidance for delivery and assessment

In learning outcome 1, the candidate will explore all of the identified learner behaviour and individual learning needs and the impact these have on academic behaviour and pastoral needs.

- Good **academic behaviour** is defined as the learner's attitude towards their studies such as arriving ready to work (with necessary supplies and materials), regularly attending class, paying attention and participating in class and devoting out-of-school time to studying and completing homework.
- **Pastoral needs** are defined as holistic support for the learner's mental and physical well-being. Pastoral care can include mentoring and nurturing of learners, combined with promoting and supporting independence, healthy risk-taking, compromising skills, self-reflection, empowerment and a support network.

1.1.4: The benefits of different learning interventions in the candidate's own setting could include target setting, scaffolding learning, inclusive strategies, extra-curricular, Pupil Premium tutor groups, nurture groups, behaviour support, Maths and English interventions, social and emotional, SEND and EAL.

1.1.5: Knowing how to use a range of resources to support all learner needs could also include SEND, EAL, LAC, Pupil Premium and more able learners/additional learning needs. The available and relevant resources will be dependent on the candidate's own learners and setting.

Learning outcome 2 will be met by direct observations of the candidate supporting learning activities, demonstrating their ability to plan with the teacher/colleagues, preparing and adapting activities and monitoring learning.

In 2.1.1 to 2.1.4, working to support learning activities as directed by the teacher could include individual learners, small groups or large groups. This will be dependent on the candidate's own learners and setting.

Learning outcome 3 focuses on the learner's well-being and the support mechanisms available.

Each factor indicated in 3.1.1 must be referenced in the candidate evidence.

3.1.2: Social and emotional skills and mental health and well-being could include nurture groups, behaviour management, positive behaviour strategies and positive play; personal care could include period/menopause and hygiene poverty support. The available and relevant support will be dependent on the candidate's own learners and setting.

3.1.3: The enrichment activities within a candidate's own setting could include club-specific interests, sports/events, support/nurture, drama/art/music and will be dependent on a candidate's own learners and setting.

Each area of 3.1.4 must be evidenced. Where the candidate's own learners and setting permits, the candidate response can be extended with evidence from the candidate's setting.

In 3.1.5, candidates must provide evidence for a) to h) and must include at least one other example of local support available.

Unit 309 Management of pastoral and academic behaviour

Unit level:	3
Guided Learning Hours (GLH):	22
Unit aim:	This unit requires candidates to show that they understand and are able to apply the behaviour management strategies available to them when supporting the mental health and well-being of children and young people. Candidates will draw on their research and knowledge as well as personal experiences to explain how to manage a range of learners who display academic and pastoral behaviour and to manage behaviours in line with own organisational policy.
Assessment method:	Portfolio of evidence
Links to Occupational Standard:	K11, K12, K14, K15, K16, S3, S10, S15

Learning outcomes

1. Understand Behaviour Management Policies and procedures
2. Manage behaviours of concern in line with requirements of own placement organisation
3. Provide support for academic learners

Learning outcome 1

Understand Behaviour Management Policies and procedures

Topic	Content element What needs to be covered:
1.1 Behaviour management policies and procedures	1.1.1 The policies and procedures in own placement organisation relating to behaviour management including: a) Behaviour policy b) Code of conduct c) Rewards and consequences d) Managing conflict e) Managing inappropriate behaviour f) Anti-bullying g) Poor attendance h) Other relevant policies/procedures relating to behaviour management used in own placement organisation

Topic	Content element What needs to be covered:
	1.1.2 The purpose of Behaviour Management policies and procedures in relation to: a) Setting out of: i) expectations ii) boundaries iii) consequences b) Development of social and emotional skills c) Making positive contributions d) Learners feeling safe
	1.1.3 The benefits of actively promoting positive behaviour including: a) Preventative approach b) Empowered support c) Behavioural improvements d) Improved quality of life for: i) Learner ii) Parents/carers iii) Classmates iv) Teachers e) Increase in learning
	1.1.4 How to promote positive behaviour in own practice in line with own placement organisation's policies and procedures

Learning outcome 2

Manage behaviours of concern in line with requirements of own placement organisation

Topic	Content element What needs to be covered:
2.1 Behaviours of concern	2.1.1 The difference between inappropriate behaviour and challenging behaviour
	2.1.2 The patterns and triggers which may lead to behaviours that cause concern including: a) Patterns and triggers leading to inappropriate behaviour which is: i) in conflict with accepted values and beliefs of placement organisation or society as a whole ii) demonstrated by: • Speech • Writing • Non-verbal actions • Physical actions b) Patterns and triggers leading to challenging behaviour which is: i) non-physical: • Offensive comments • Threats • Bullying ii) physical: • Assault of others • Damage to property iii) destructive to the learner themselves iv) illegal

Topic	Content element What needs to be covered:
	2.1.3 The strategies used to manage behaviours that cause concern, in line with policies and procedures in own placement organisation including: a) Inappropriate behaviour b) Challenging behaviour
	2.1.4 The actions to be taken, in line with policies and procedures in own placement organisation, in order to minimise risk to others when managing behaviours that cause concern, including risk to: a) Staff members b) Other learners within the setting c) Any other individual
	2.1.5 The procedure to be followed in own placement organisation when behaviour causing concern needs to be escalated beyond own remit.
	2.1.6 Apply behaviour management strategies in line with own organisational policy
	2.1.7 Observe learners' behaviour in line with requirements of own placement organisation.
	2.1.8 Record learners' behaviour in line with requirements of own placement organisation
	2.1.9 Report on learners' behaviour in line with requirements of own placement organisation

Learning outcome 3

Provide support for academic learners

Topic	Content element What needs to be covered:
3.1 Academic learners	3.1.1 The characteristics displayed by academic learners through all stages of education including: a) Age 4-7 b) Age 8-11 c) Age 11-18+
	3.1.2 How additional learning needs of academic learners are met in own placement organisation in respect of: a) Learning activities b) Planning c) Resources d) Delivery
	3.1.3 The additional sources of support for academic learners in own placement organisation and local area
	3.1.4 Identify and respond to pastoral and academic behaviours in learners

Unit guidance for delivery and assessment

1.1.1: The candidate will provide evidence of their understanding of all key policies and procedures relating to behaviour management in the setting in which they work; this will be in the form of an explanation of all policies and procedures a) to h) in the unit content. The evidence may be presented as a bulleted list.

1.1.2: The candidate will explain the purpose of behaviour management in relation to aspects a) to d).

1.1.3: The candidate must explain the benefits of actively promoting positive behaviour covering all aspects a) to e). The explanation must be supported by examples of how they promote positive behaviour in line with the expectations of their placement organisation.

2.1.1: The candidate will explain the difference between challenging behaviour and inappropriate behaviour.

2.1.2: The candidate will describe the patterns and triggers which may lead to challenging and inappropriate behaviour by learners, including all aspects specified in a) i to ii and b) i to iv. The candidate must consider their own experience or observed experience wherever possible.

2.1.3: The candidate will provide evidence that they are familiar with, and know how to use strategies to manage, both inappropriate behaviour and challenging behaviour by learners. The candidate must explain two strategies for challenging behaviour and two strategies for inappropriate behaviour.

2.1.4: The candidate will explain the actions that can be taken to minimise risk to others.

2.1.5: Inevitably, there will come a time when the procedures to be followed will be outside the remit of the candidate, and a brief explanation of how such behaviours are escalated, will evidence candidate understanding. The explanation could be in the form of a short paragraph.

How a candidate works with learners displaying academic behaviour is equally as important as those displaying challenging and inappropriate behaviour.

3.1.1: The candidate will outline how the characteristics of academic behaviour may present through all stages of learning a) to c).

3.1.2: The candidate will explain how additional learning needs of academic learners are met in the areas stipulated in a) to d). The evidence may be presented in the form of brief paragraphs.

In 3.1.3, the candidate will investigate additional sources of support for academic learners in their own setting and in their own local area and provide a summary of the outcomes of their investigation.

Unit 310 Using technology

Unit level:	3
Guided Learning Hours (GLH):	10
Unit aim:	This unit covers the use of technology to support effective teaching and learning. Candidates will show understanding of legal guidelines and school policy and procedures regarding using technology safely. They will also show understanding of how technology is used to support teaching and learning in the setting. The unit requires implementation of the use of up-to-date technology with learners and colleagues to support teaching and learning effectively.
Assessment method:	Portfolio of Evidence
Links to Occupational Standard:	K6, K11, S12, S13, B1, B2, B5

Learning outcomes

1. Understand legal guidelines, policy and procedures for using technology for teaching and learning within the setting
2. Recognise the importance of using appropriate technology to support learning
3. Support the use of technology for teaching and learning

Learning outcome 1

Understand legal guidelines, policy and procedures for using technology for teaching and learning within the setting

Topic	Content element What needs to be covered:
1.1 Guidelines, policies and procedures	1.1.1 The relevant legal guidelines in relation to the use of technology including: a) Copyright/software licensing b) Educating learners about online safety and social media. Online safety to include: i) Lessons ii) Events c) Own code of conduct whilst using technology and social media d) Maintaining GDPR/confidentiality whilst using technology

	1.1.2 The relevant organisational policies in relation to the use of technology, including: a) the system for learner registration b) the system for signing in visitors and staff c) Learner/Parent/Carer consent to include: i) Use of learner photos and videos ii) Use of systems and internet iii) Use of personal devices d) Monitoring of technology systems in the setting to include: i) Filters ii) Firewalls iii) Website monitoring
	1.1.3 The procedures followed within own setting for dealing with technology faults and issues including: a) Reporting technology issues b) Resolving technology issues c) Resetting passwords including for: i) Staff ii) Learners
	1.1.4 How to assist learners to use technology within own setting including: a) Log on access b) Learner access to using apps and/or online learning activities

Learning outcome 2

Recognise the importance of using appropriate technology to support learning

Topic	Content element What needs to be covered:
2.1 The use of appropriate technology	2.1.1 The specific technology, computer programs and Apps used within own setting to support own practice, including: a) Specific technology used to enhance learning b) Specific online curriculum programs/Apps used to enhance learning
	2.1.2 The different types of adaptive technology including: a) Current adaptive technology available b) Adaptive technology used within own setting
	2.1.3 How the IT system is used to save and retrieve information in own placement organisation including: a) Lesson plans b) Timetables c) Resources to support learner development and assessment d) Learner registration
	2.1.4 The online training opportunities that support own professional development including: a) Formal online training b) Informal online training

Learning outcome 3

Support the use of technology for teaching and learning

Topic	Content element What needs to be covered:
3.1 Technology to support learning	3.1.1 Encourage learners to safely use technology to advance their learning including: a) Safe use of technology resources b) Logging in/out of systems securely c) Safe use of passwords
	3.1.2 Use technology to create and adapt resources to advance learner development including: a) Creating resources b) Adapting resources
	3.1.3 Use digital programs/Apps to advance learner development

Unit guidance for delivery and assessment

In the context of this unit, 'technology' may include computers, tablets, laptops and other interactive devices or any other current technology relevant to an educational setting.

Apps may be specific to the organisation and might include Scratch for computer programming, Dojo or Class Charts. The placement organisation's website may provide access to Virtual Learning Environments (VLE), different Apps, key organisational policies relating to technology and other important information for parents/carers and learners. Technology is continually evolving and being updated; it is therefore important that delivery and practice reflect the latest technology and Apps applicable to the candidate's setting.

This unit offers opportunities for holistic assessment and efficiencies in delivery across or between other units such as legislation and policy, learning and support and professional development.

1.1.1 and 1.1.2: The candidate must produce a short summary for each of the listed content elements.

1.1.3 requires a summary to show understanding of each of the listed content elements. This could be in the form of a brief paragraph.

For 1.1.4, the technology used could also include the organisation's website, Dojo, class charts or other appropriate items, dependent on technology used within the candidate's setting. The candidate must provide a summary that evidences learning for each of the listed content elements and will include examples of how this is carried out in their placement organisation. Where evidence is being provided in written form, at least one paragraph will be provided for each content element a) to b). Where possible, the candidate should include examples from their experience with their own learners in their placement setting.

2.1.1: Use of technology, computer programs and Apps could also include interactive white boards, computers, tablets, laptops or similar devices and will be dependent on technology

used within the candidate's setting. The candidate is required to identify and summarise the key forms of technology that are used to enhance learning in their placement organisation.

For 2.1.2, the candidate must describe each of the listed content elements. This could be in the form of a brief paragraph.

For 2.1.3, the candidate will explain each of the listed content elements. If the evidence is written, a detailed paragraph for each content element is required. The explanation must include examples of how the IT system is used in the candidate's placement organisation.

2.1.4: The candidate must produce a free-flowing self-reflection on their personal experiences of each of the listed content elements. It must include the purpose of the training opportunities and indicate the impact these have had on the candidate's own development for their role. This evidence should be included in the candidate's Professional Development Log/Diary and clearly cross referenced to this unit.

Learning outcome 3 will be assessed by direct observations of the candidate using technology to support teaching and learning. This includes the candidate using technology systems in their own organisation for accessing information, reporting to others and accessing and adapting resources. It also includes supporting learners in their setting to safely access and use age/development appropriate Apps, websites and technology devices to enhance their learning. This will be dependent on technology used in the candidate's setting.

Appendix 1 Suggested learning resources

Publications:

Brilliant Teaching Assistant – Louise Burnham, Pearson 2011

Cache Level 3 Diploma in Supporting Teaching and Learning – Louise Burnham, Hodder Education 2018

How to be an Outstanding Primary Teaching Assistant (Outstanding teaching) – Emma Davie, Bloomsbury Education 2017

Level 3 Diploma Supporting Teaching and Learning in Schools (Secondary) – Louise Burnham and Brenda Baker, Heinemann 2011

Principles and Practices of Assessment: A guide for assessors in the FE and skills sector (Further Education and Skills) – Ann Gravells, Learning Matters 2017

Supporting Teaching and Learning in Schools (Primary) – Louise Burnham and Brenda Baker, Heinemann 2010

Teaching Assistants Handbook for Level 3: Supporting Teaching and Learning in Schools – Teena Kamen, Hodder education 2011

Teaching Today, A Practical Guide (5th edition) – Geoff Petty, Oxford University Press 2014

The City & Guilds Textbook: Level 3 Award in Education and Training – Amanda Turner and Jo Whiting, City & Guilds 2013

Websites:

- Local Education Authority (LEA) websites re. safeguarding
- Local websites for the safeguarding children board
- GDPR: Data protection in schools - Data protection policies and procedures - Guidance - GOV.UK (www.gov.uk)
- AI: AI Use in Assessments: Protecting the Integrity of Qualifications - JCQ Joint Council for Qualifications
- Safeguarding: https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children
- NSPCC: NSPCC | The UK children's charity | NSPCC
- Futurelearn have developed two free short courses, one aimed at those who support teaching in primary and one for those working in secondary. They run at set times throughout the year: Futurelearn-teaching-assistants-free-online-courses

Appendix 2 Qualification content mapping to Occupational Standard

Mapping of Level 3 ST0454 v1.1 Teaching Assistant (Occupational Standard) to City & Guilds Level 3 Technical Occupational Entry for Teaching Assistants (Certificate)											
Level 3 ST0454 v1.1 (Teaching Assistant Occupational Standard)											
KSB	**KSB statement**	**301 Prof dev**	**302 Curriculum**	**303 Legislation**	**304 Child dev**	**305 Delivery**	**306 Assessment**	**307 Comm, Rel**	**308 Support**	**309 Pastoral**	**310 Technology**
K1	The importance of providing feedback.						2.1.1, 2.1.2, 2.1.3, 2.1.4				
K2	The learning resources available to support learners and how to use them.					3.1.1, 3.1.2, 3.1.3			1.1.5		
K3	The stages of development for children and young people.				1.1.1, 1.1.2, 1.1.3						
K4	The principles of target setting to support the next steps in learning.					1.1.3, 1.1.4, 2.1.5	2.1.3		1.1.4		
K5	The impact of transition on learners and strategies to support them.				2.1.1, 2.1.2, 2.1.3, 2.1.4						
K6	How technology can support learning.										1.1.1, 1.1.2, 1.1.3, 1.1.4, 2.1.1, 2.1.2, 2.1.3, 2.1.4
K7	The learning, assessment, and feedback cycle.					1.1.1	1.1.1, 1.1.3, 2.1.1, 2.1.2, 2.1.3		1.1.4		
K8	Methods of formative assessment.						1.1.2, 1.1.3, 1.1.4				
K9	Methods of observing, recording, and reporting.					4.1.1					
K10	The curriculum intent, how it is implemented, and the intended impact.		1.1.1, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 3.1.1, 3.1.2, 4.1.1, 4.1.2, 4.1.3								

KSB	KSB statement	301 Prof dev	302 Curriculum	303 Legislation	304 Child dev	305 Delivery	306 Assessment	307 Comm, Rel	308 Support	309 Pastoral	310 Technology
K11	Prevent, safeguarding and health & safety legislation, guidance, and procedures.			1.1.1, 1.1.2, 1.1.3, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 3.1.1, 3.1.2, 4.1.1, 4.1.2				3.1.2, 3.1.3	3.1.1, 3.1.5	2.1.4, 2.1.5	1.1.1, 1.1.2, 1.1.3, 1.1.4
K12	Teaching strategies to deliver learning activities and interventions (for example, scaffolding, open questioning).					1.1.1, 1.1.2, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5			1.1.4	3.1.2	
K13	How to adapt communication strategies to suit the audience and context.							1.1.1, 1.1.2, 1.1.3			
K14	Types of learning intervention.					2.1.4			1.1.4	2.1.3, 3.1.2	
K15	How to support learner's well-being, mental health and pastoral needs, including referral to other professionals or services.								1.1.1, 1.1.2, 1.1.3, 3.1.1, 3.1.2, 3.1.5	1.1.1, 1.1.2 1.1.3, 3.1.3	
K16	The pastoral and academic behaviours learners will display.				1.1.4				1.1.1, 1.1.2, 1.1.3	1.1.3, 1.1.4, 2.1.1, 2.1.2, 2.1.3, 3.1.1	
K17	The impact of enrichment activities on learners.			4.1.1					3.1.3, 3.1.4		

KSB	KSB statement	301 Prof dev	302 Curriculum	303 Legislation	304 Child dev	305 Delivery	306 Assessment	307 Comm, Rel	308 Support	309 Pastoral	310 Technology
S1	Apply strategies to support and encourage the development of independent learners.					2.1.6, 3.1.4			2.1.2, 2.1.4		
S2	Adapt communication strategies for the audience and context.							2.1.2			
S3	Apply behaviour management strategies in line with organisational policy.								2.1.2	2.1.6	
S4	Adapt resources to support all learners.					3.1.4			2.1.3		
S5	Communicate with teachers to ensure clarity of the TA's role.					1.1.5		2.1.1			
S6	Apply teaching strategies to deliver learning activities or interventions.					2.1.7, 3.1.4			2.1.1, 2.1.2		
S7	Build relationships with learners, teachers, other professionals and stakeholders.		4.1.5					2.1.3. 3.1.1			
S8	Comply with legislation, guidance, and procedures for Prevent, safeguarding and health & safety.			1.1.4							
S9	Support the well-being and mental health of learners.								3.1.6		
S10	Observe, record, and report on learners in line with organisational procedures.					4.1.2			2.1.4	2.1.7, 2.1.8, 2.1.9	
S11	Apply methods of formative assessment.						1.1.5		2.1.4		
S12	Use up to date technology safely, to support learning.			3.1.3							3.1.2, 3.1.3
S13	Encourage safe use of technology by learners.			3.1.4							3.1.1, 3.1.2, 3.1.3
S14	Adapt teaching strategies to support all learners (for example, scaffolding, open questioning).					2.1.8			2.1.1, 2.1.3		
S15	Identify and respond to pastoral and academic behaviours in learners.									3.1.4	
S16	Provide feedback to learners.						2.1.5		2.1.1, 2.1.4		

KSB	KSB statement	301 Prof dev	302 Curriculum	303 Legislation	304 Child dev	305 Delivery	306 Assessment	307 Comm, Rel	308 Support	309 Pastoral	310 Technology
B1	Act professionally and respectfully with the whole school community.							3.1.1 (obs) 3.1.2 (tasks), 3.1.3 (tasks)			1.1.1 (tasks), 1.1.2 (tasks), 1.1.4 (tasks)
B2	Be a positive role model, upholding and exemplifying the organisation's values.		4.1.4 (obs and tasks)					1.1.2 (tasks), 3.1.1 (obs), 3.1.2 (tasks), 3.1.3 (tasks),			1.1.4 (tasks)
B3	Respect and promote equality, diversity, and inclusion.					3.1.3 (tasks)		2.1.4 (obs)	1.1.5 (tasks)		
B4	Be committed to improving their own delivery through reflective practice.	1.1.1 (tasks), 1.1.2 (tasks), 1.1.3 (tasks), 1.1.4 (tasks), 2.1.1 (tasks), 3.1.1 (tasks), 3.1.2 (tasks)				2.1.5 (tasks), 3.1.3 (tasks)	1.1.4 (tasks), 2.1.4 (tasks)				
B5	Engage with research to establish best practice.	1.1.3 (tasks)			1.1.4 (tasks)	1.1.2 (tasks), 1.1.3 (tasks), 2.1.1 (tasks), 2.1.3 (tasks)					1.1.1 (tasks), 1.1.2 (tasks), 2.1.4 (tasks)
B6	Work collaboratively and constructively with the whole school community.		4.1.5 (obs and tasks)					3.1.1 (obs)			

All knowledge statements are covered in the City & Guilds externally set assignments. All skills statements are covered in the observations (to be recorded on the City & Guilds observation tracking sheet). Behaviours are covered in both the assignment tasks and observations and so, for clarity, the table above indicates where each behavioural content element is met.

Appendix 3 Glossary of terms used in the units and assignments

Technical terminology/acronyms

Adaptive technology: Special versions of already existing technologies that provide enhancements or different ways of interacting with the technology in order to help individuals with a disability or impairment to accomplish a specific task.

ADHD: Attention Deficit Hyperactivity Disorder

A Levels: Advanced Level Qualifications

App: An application downloaded by a user to a device such as a computer, laptop, or other mobile device.

BSL: British Sign Language

CAMHS: Children and Adolescent Mental Health Services

EAL: English as an Additional Language

Formal training: Structured learning with defined curriculum content which includes an opportunity for participants to answer questions to show understanding.

GDPR: General Data Protection Regulations

GP: General Practitioner (Doctor)

IT: Information Technology

IWB: Interactive White Board

Informal training: Unstructured learning that takes place away from traditional, formal learning settings. It may not have clear goals or set objectives as it's often unplanned and self-directed by the learner.

Investigative report: A document that provides details of findings of an investigation. The report will include all important information about the subject that was investigated.

Makaton: A language programme that uses symbols, signs and speech to enable learners to communicate.

MASH: Multi-Agency Safeguarding Hub

Mentor: The person in the candidate's workplace who has been allocated by the organisation to be their ongoing point of contact and support. This may be the class teacher, the SENDCO, or any other member of staff employed there. The mentor must be suitably qualified and/or experienced at a level above that of the candidate. The assessor is likely to meet the mentor within the first month of the candidate commencing the programme to ensure that the mentor

is familiar with the requirements of the qualification, so that they can support the candidate effectively.

NSPCC: National Society for the Prevention of Cruelty to Children

Organisation: The organisation who is employing the candidate or using their services on a voluntary basis.

PREVENT: A safeguarding strategy to prevent radicalisation and extremism.

Professional Development Plan: A personal plan for the candidate agreed at the start of the qualification (that is, within 4 weeks of the start date at the setting). The Professional Development Plan will be agreed with the candidate's mentor in the organisation and the qualification assessor.

Professional Development Log/Diary: A record that the candidate must keep to capture their reflections on their learning and performance throughout the length of the qualification. The Professional Development Log/Diary will be accessed by, and used in discussion and activities with, the candidate's mentor and the qualification assessor.

Reflect: Assess and make a judgement on a subject and/or on own skills e.g. What works well and why? How can it be improved and why? What have you discovered about the subject/impact on your role? A reflective statement must be supported by a reason or explanation.

SALT: Speech and Language Therapy

SEND: Special Educational Needs and Disabilities

SENDCO: Special Educational Needs and Disabilities Coordinator. This person will usually be employed by the organisation where the candidate is carrying out a work placement or employment.

SMART: A method of setting objectives to ensure that those objectives are always **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime bound.

Spidergram/spider diagram: A drawing showing a summary of facts and ideas connected to a main subject in a central circle.

T Levels: Technical Qualification

VRQ: Vocationally Related Qualification

VTQ: Vocational Technical Qualification

Appendix 4 Glossary of verbs used in the assessment of the knowledge content elements

The following is a list of the verbs used in the task instructions in the City & Guilds Level 3 Technical Occupational Entry for Teaching Assistants (Certificate) (5330-03) Assignment Pack.

Analyse: Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.

Compare: Examine or look for the difference between two or more things.

Consider: Think carefully about something, especially in regard to taking some action.

Define: Say what the meaning of something is.

Describe: Write about a subject or subjects, giving detailed information in a logical way.

Discuss: To talk or write about a subject, considering different ideas and opinions about it.

Establish: To show (something) to be true or certain by determining the facts.

Evaluate: Examine strengths and weaknesses, arguments for and against, similarities and differences. Judge the evidence from different perspectives and arrive at a valid conclusion or reasoned judgement.

Explain: Provide details about the subject with reasons showing how or why; make the subject clear by describing in more detail. This could also include examples.

Identify: Give the main points, characteristics or purpose(s).

Investigate: Examine or research something carefully.

Justify: Prove something to be right and reasonable.

List: Give the main points, characteristics or purpose(s).

Outline: Give an overview or the main facts about something.

Reflect on: To think carefully, especially about possibilities and opinions.

Research: Study a subject in detail, especially in order to discover new information or reach a new understanding.

Review: Consider something and give details or opinions about it.

Show: Supply sufficient evidence to demonstrate knowledge and understanding of something.

State: Give the main points, characteristics or purpose(s).

Summarise: Give the main ideas or facts in a concise way.

Appendix 5 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centre Document Library** on **www.cityandguilds.com** or click on the links below:

Centre Handbook: Quality Assurance Standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

Centre Assessment: Quality Assurance Standards

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

Access arrangements: When and how applications need to be made to City & Guilds provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **Centre Document Library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

Please visit the Contact us section of the City & Guilds website, **Contact us.**

City & Guilds

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We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society.
We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

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