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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| [301](#Unit301" \o " F/601/3327 301 professional relationships with children, young people and adults) | [1.1](#Unit301_1_" \o "1.1 explain why effective communication is important in developing positive relationships with children, adults and young people) | [1.2](#Unit301_1_2" \o "1.2 explain the principles of relationship building with children, young people and adults) | [1.3](#Unit301_1_3" \o "1.3 explain how different social, professional and cultural contexts may affect relationships and the way people communicate) | [2.1](#Unit301_2_1" \o "2.1 explain the skills needed to communicate with children and young people ) | [2.2](#Unit301_2_2" \o "2.2 explain how to adapt communication with children and young people for:a) the age of the child or young person b) the context of the communication c) communication differences)  [abc](#Unit301_2_2" \o "2.2 explain how to adapt communication with children and young people for:a) the age of the child or young person b) the context of the communication c) communication differences) | [2.3](#Unit301_2_3" \o "2.3 explain the main differences between communicating with adults and communicating with children) | [2.4](#Unit301_2_4" \o "2.4 explain how to adapt communication to meet different communication needs of adults and children) | [2.5](#Unit301_2_5" \o "2.5 explain how to manage disagreements with children, young people and adults.) | [3.1](#Unit301_3_1" \o "3.1 summarise the main points of legislation and procedures covering confidentiality, data protection and the disclosure of information) | [3.2](#Unit301_3_2" \o "3.2 explain the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this) | [3.3](#Unit301_3_3" \o "3.3 justify the kinds of situation when confidentiality protocols must be breached.) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| [302](#Unit302" \o "A/601/3326Schools as organisations) | [1.1](#Unit302_1_1" \o "1.1 summarise entitlement and provision for early years education) | [1.2](#Unit302_1_2" \o "1.2 explain the characteristics of the different types of schools in relation to educational stages and school governance) | [1.3](#Unit302_1_3" \o "1.3 explain the post 16 options for young people and adults.) | [2.1](#Unit302_2_1" \o "2.1 explain the strategic purpose of:a) school governors b) senior management team c) other statutory roles e.g. SENCO d) teachers e) support staff roles) | [2.2](#Unit302_2_2" \o "2.2 explain the roles of external professionals who may work with a school eg. educational psychologist) | [3.1](#Unit302_3_1" \o "3.1 explain how the ethos, mission, aims and values of a school may be reflected in working practices) | [3.2](#Unit302_3_2" \o "3.2 evaluate methods of communicating a school’s ethos, mission, aims and values.) | [4.1](#Unit302_4_1" \o "4.1 summarise the laws and codes of practice affecting work in schools.) | [4.2](#Unit302_4_2" \o "4.2 explain how legislation affects how schools work.) | [4.3](#Unit302_4_3" \o "4.3 explain the roles of regulatory bodies relevant to the education sector which exist to monitor a) general bodies such as the Health and Safety Executive b) school specific regulatory bodies.) | [5.1](#Unit302_5_1" \o "5.1 explain why schools have policies and procedures.) | [5.2](#Unit302_5_2" \o "5.2 summarise the policies and procedures schools may have relating to:5.2 summarise the policies and procedures schools may have relating to:) | [5.3](#Unit302_5_3" \o "5.3 evaluate how school policies and procedures may be developed and communicated.5.3 evaluate how school policies and procedures may be developed and communicated.) | [6.1](#Unit302_6_1" \o "6.1 Summarise the roles and responsibilities of national and local government for education policy.) | [6.2](#Unit302_6_2" \o "6.2 Explain the role of schools in national policies relating to children, young people and families.) | [6.3](#Unit302_6_3" \o "6.3 Explain the roles of other organisations working with children and young people and how these may impact on the work of schools.) |  |  |  |  |  |  |  |  |  |
| [303](#Unit303" \o "F/601/4073 303 Support learning activities) | [1.1](#Unit303_1_1" \o "1.1 explain how a learning support practitioner may contribute to the planning, delivery and review of learning activities.) | [1.2](#Unit303_1_2" \o "1.2 evaluate own strengths and weaknesses in relation to supporting learning activities and how these may impact on the support that can be provided.) | [1.3](#Unit303_1_3" \o "1.3 use knowledge of the learners and curriculum to contribute to the teacher’s planning.) | [1.4](#Unit303_1_4" \o "1.4 offer constructive suggestions for own role in supporting planned learning activities.) | [1.5](#Unit303_1_5" \o "1.5 identify and obtain the information required to support learning activities.) | [2.1](#Unit303_2_1" \o "2.1 select and prepare the resources required for the planned learning activities.) | [2.2](#Unit303_2_2" \o "2.2 develop and adapt resources to meet the needs of learners.) | [2.3](#Unit303_2_3" \o "2.3 ensure the learning environment meets relevant health, safety, security and access requirements.) | [3.1](#Unit303_3_1" \o "3.1 select and demonstrate learning support strategies to meet the needs of learners.) | [3.2](#Unit303_3_2" \o "3.2 explain how social organisation and relationships may affect the learning process.) | [3.3](#Unit303_3_2" \o "3.3 give attention to learners in a way that balances the needs of individuals and the group as a whole.) | [3.4](#Unit303_3_4" \o "3.4 demonstrate ways of encouraging learners to take responsibility for their own learning.) | [3.5](#Unit303_3_5" \o "3.5 demonstrate ways of supporting learners to develop: a) literacy skills b) numeracy skills c) ICT skills d) problem solving skills.)  [ab](#Unit303_3_5" \o "3.5 demonstrate ways of supporting learners to develop: a) literacy skills b) numeracy skills c) ICT skills d) problem solving skills.) | [3.6](#Unit303_3_6" \o "3.6 explain the sorts of problems that might occur when supporting learning activities and how to deal with these.) | [4.1](#Unit303_4_1" \o "4.1 apply skills and techniques for monitoring learners’ response to learning activities.) | [4.2](#Unit303_4_2" \o "4.2 assess how well learners are participating in activities and the progress they are making.) | [4.3](#Unit303_4_3" \o "4.3 record observations and assessments of learner participation and progress in the required format.) | [5.1](#Unit303_5_1" \o "5.1 explain the importance of evaluating learning activities. ) | [5.2](#Unit303_5_2" \o "5.2 use the outcomes of observations and assessments to: a) provide feedback to learners on progress made b) provide the teacher with constructive feedback on the learning activities c) provide the teacher with feedback on learners’ participation and progr) | [6.1](#Unit303_6_1" \o "6.1 evaluate how own knowledge, understanding and skills in literacy, numeracy and ICT impact on) | [6.2](#Unit303_6_2" \o "6.2 develop a plan for improving own knowledge, understanding and skills in literacy, numeracy and ICT.) |  |  |  |  |
| [304](#Unit304" \o "A/601/4069 304 Promote children and young people's positive behaviour) | [1.1](#Unit304_1_1" \o "1.1 summarise the policies and procedures of the setting relevant to promoting children and young people’s positive behaviour.) | [1.2](#Unit304_1_2" \o "1.2 evaluate how the policies and procedures of the setting support children and young people to: a) feel safe) | [1.3](#Unit303_1_3" \o "1.3 explain the benefits of all staff consistently and fairly applying boundaries and rules for children and young people’s behaviour in accordance with the policies and procedures of the setting.) | [2.1](#Unit303_2_1" \o "2.1 explain the benefits of actively promoting positive aspects of behaviour.) | [2.2](#Unit303_2_2" \o "2.2 demonstrate ways of establishing ground rules with children and young people which underpin appropriate behaviour and respect for others.) | [2.3](#Unit303_2_3" \o "2.3 demonstrate strategies for promoting positive behaviour according to the policies and procedures of the setting.) | [2.4](#Unit304_2_4" \o "2.4 demonstrate realistic, consistent and supportive responses to children and young people’s behaviour.) | [2.5](#Unit304" \o "2.5 provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting.) | [3.1](#Unit304_3_1" \o "3.1 demonstrate strategies for minimising disruption through inappropriate behaviour of children and young people.) | [3.2](#Unit304_3_2" \o "3.2 demonstrate strategies for managing inappropriate behaviour according to the policies and procedures of the setting.) | [3.3](#Unit304_3_3" \o "3.3 apply rules and boundaries consistently and fairly, according to the age, needs and abilities of children and young people.) | [3.4](#Unit304_3_4" \o "3.4 provide support for colleagues to deal with inappropriate behaviour of children and young people.) | [3.5](#Unit304_3_5" \o "3.5 explain the sorts of behaviour or discipline problems that should be referred to others and to whom these should be referred.) | [4.1](#Unit304_4_1" \o "4.1 recognise patterns and triggers which may lead to inappropriate behavioural responses and take action to pre-empt, divert or diffuse potential flash points) | [4.2](#Unit304_4_2" \o "4.2 use agreed strategies for dealing with challenging behaviour according to the policies and procedures of the setting.) | [4.3](#Unit304_4_3" \o "4.3 assess and manage risks to own and others’ safety when dealing with challenging behaviour) | [4.4](#Unit305_4_4" \o "4.4 support children, young people and colleagues to identify the situations and circumstances which trigger inappropriate behavioural responses and ways of avoiding these from happening.) | [4.5](#Unit304_4_5" \o "4.5 recognise and take immediate action to deal with any bullying, harassment or oppressive behaviour according to the policies and procedures of the setting.) | [5.1](#Unit304_5_1" \o "5.1 demonstrate ways of supporting children and young people to review their behaviour and the impact of this on others, themselves and their environment ) | [5.2](#Unit304_5_2" \o "5.2 demonstrate ways of supporting children and young people with behavioural difficulties to identify and agree behaviour targets.) | [5.3](#Unit304_5_3" \o "5.3 use own knowledge of promoting positive behaviour to contribute to reviews of behaviourpolicies, including bullying, attendance and the effectiveness of rewards and sanctions.) | [5.4](#Unit304_5_4" \o "5.4 provide clear and considered feedback on the effectiveness of behaviour management strategies to inform policy review and development.) |  |  |  |
| [305](#Unit305" \o "H/601/4065 305 Develop professional relationships with adults, young people and children) | [1.1](#Unit305_1_1" \o "1.1demonstrate how to establish rapport and respectful, trusting relationships with children and young people.) | [1.2](#Unit305_1_2" \o "1.2demonstrate supportive and realistic responses to children and young people’s questions, ideas, suggestions and concerns.) | [1.3](#Unit305_1_3" \o "1.3 demonstrate how to support children and young people in making choices for themselves`.) | [1.4](#Unit305_1_4" \o "1.4 give attention to individual children and young people in a way that is fair to them and the group as a whole.) | [2.1](#Unit305_2_1" \o "2.1 use different forms of communication to meet the needs of children and young people.) | [2.2](#Unit305_2_2" \o "2.2 demonstrate how to adapt communication with children and young people for: a) the age and stage of development of the child or young person b) the context of the communication  c) communication differences)  [abc](#Unit305_2_2" \o "2.2 demonstrate how to adapt communication with children and young people for: a) the age and stage of development of the child or young person b) the context of the communication  c) communication differences) | [2.3](#Unit305_2_3" \o "2.3 demonstrate strategies and techniques to promote understanding and trust in communication with children and young people.) | [3.1](#Unit305_3_1" \o "3.1 demonstrate how to establish rapport and professional relationships with adults.) | [3.2](#Unit305_3_2" \o "3.2 demonstrate how to adapt communication with adults for: a) cultural and social differences b) the context of the communication c) communication differences.) | [3.3](#Unit305_3_3" \o "3.3 demonstrate strategies and techniques to promote understanding and trust in communication with adults.) | [3.4](#Unit305_3_4" \o "3.4 use skills and techniques to resolve misunderstandings and conflicts constructively.) | [3.5](#Unit305_3_5" \o "3.5 explain when and how to refer other adults to further sources of information, advice or support.) | [4.1](#Unit305_4_1" \o "4.1 demonstrate ways of helping children and young people to understand the value and importance of positive relationships with others.) | [4.2](#Unit305_4_2" \o "4.2 provide an effective role model in own relationships with children, young people and adults.) | [4.3](#Unit305_4_3" \o "4.3 use appropriate strategies for encouraging and supporting children and young people to understand and respect other people’s: a) individuality, diversity and differences b) feelings and points of view) | [4.4](#Unit305_4_4" \o "4.4 demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves.) | [4.5](#Unit305_4_5" \o "4.5 provide encouragement and support for other adults in the setting to have positive relationships with children and young people.) | [5.1](#Unit305_5_1" \o "5.1 apply the setting’s policies and procedures for: a) sharing information b) confidentiality c) data protection) | [5.2](#Unit305_5_2" \o "5.2 demonstrate how to report and record information formally and informally in the appropriate way for the audience concerned.) |  |  |  |  |  |  |
| [306](#Unit306" \o "M/601/4070 306 Promote equality,diversity and inclusion in work with children and young people) | [1.1](#Unit306_1_1" \o "1.1 identify the current legislation and codes of practice relevant to the promotion of equality and diversity.) | [1.2](#Unit306_1_2" \o "1.2 explain the importance of promoting the rights of all children and young people to participation and equality of access.) | [1.3](#Unit306_1_3" \o "1.3 explain the importance and benefits of valuing and promoting cultural diversity in work children and young people.) | [1.4](#Unit306_1_4" \o "1.4 interact with children and young people in a way that values diversity and respects cultural, religious and ethnic differences.) | [1.5](#Unit306_1_5" \o "1.5demonstrate ways of applying the principles of equality, diversity and anti-discriminatory.) | [2.1](#Unit306_2_1" \o "2.1 explain ways in which children and young people can experience prejudice and discrimination.) | [2.2](#Unit306_2_2" \o "2.2 analyse the impact of prejudice and discrimination on children and young people.) | [2.3](#Unit306_2_3" \o "2.3 evaluate how own attitudes, values and behaviour could impact on work with children and young people.) | [2.4](#Unit306_2_4" \o "2.4 explain how to promote anti-discriminatory practice in work with children and young people.) | [2.5](#Unit306_2_5" \o "2.5 explain how to challenge discrimination.) | [3.1](#Unit306_3_1" \o "3.1 explain what is meant by inclusion and inclusive practices.) | [3.2](#Unit306_3_2" \o "3.2 identify barriers to children and young people’s participation.) | [3.3](#Unit306_3_3" \o "3.3 demonstrate ways of supporting inclusion and inclusive practices in own work with children and young people.) |  |  |  |  |  |  |  |  |  |  |  |  |
| [307](#Unit307" \o "A/601/4072 307 Support assessment for learning) | [1.1](#Unit307_1_1" \o "1.1 compare and contrast the roles of the teacher and the learning support practitioner in assessment of learners’ achievements.) | [1.2](#Unit307_1_2" \o "1.2 summarise the difference between formative and summative assessment.) | [1.3](#Unit307_1_3" \o "1.3 explain the characteristics of assessment for learning.) | [1.4](#Unit307_1_4" \o "1.4 explain the importance and benefits of assessment for learning.) | [1.5](#Unit307_1_5" \o "1.5 explain how assessment for learning can contribute to planning for future learning carried out by: a) the teacher b) the learners c) the learning support practitioner.) | [2.1](#Unit307_2_1" \o "2.1 obtain the information required to support assessment for learning.) | [2.2](#Unit307_2_2" \o "2.2 use clear language and examples to discuss and clarify personalised learning goals and criteria for assessing progress with learners.) | [2.3](#Unit307_2_3" \o "2.3 use assessment opportunities and strategies to gain information and make judgements about how well learners are participating in activities and the progress they are making.) | [2.4](#Unit307_2_4" \o "2.4 provide constructive feedback to learners to help them understand what they have done well and what they need to develop.) | [2.5](#Unit307_2_5" \o "2.5 provide opportunities and encouragement for learners to improve upon their work.) | [3.1](#Unit307_3_1" \o "3.1 use information gained from monitoring learner participation and progress to help learners to review their learning strategies, achievements and future learning needs.) | [3.2](#Unit307_3_2" \o "3.2 listen carefully to learners and positively encourage them to communicate their needs  and ideas for future learning.) | [3.3](#Unit307_3_3" \o "3.3 support learners in using peer assessment and self-assessment to evaluate their learning.) | [3.4](#Unit307_3_4" \o "3.4 support learners to: a) reflect on their learning b) identify the progress they have made c) identify their emerging learning needs d) identify the strengths and weaknesses of their learning strategies and plan how to improve them.) | [4.1](#Unit307_4_1" \o "4.1 provide feedback to the teacher on: a) learner participation and progress in the learning activities b) learners’ engagement in and response to assessment for learning c) learners’ progress in taking responsibility for their own learning.) | [4.2](#Unit307_4_2" \o "4.2 use the outcomes of assessment for learning to reflect on and improve own contribution to support learning.) |  |  |  |  |  |  |  |  |  |
| [331](#Unit331" \o "L/601/1693  Understand child and young person development) | [1.1](#unit331_1_1" \o "1.1 explain the sequence and rate of each aspect of development from birth – 19 years.) | [1.2](#unit331_1_2" \o "1.2 explain the difference between sequence of development and rate of development and why the difference is important.) | [2.1](#unit331_2_1" \o "2.1 explain how children and young people’s development is influenced by a range of personal factors.) | [2.2](#unit331_2_2" \o "2.2 explain how children and young people’s development is influenced by a range of external factors.) | [2.3](#unit331_2_3" \o "2.3 explain how theories of development and frameworks to support development influence current practice.) | [3.1](#unit331_3_1" \o "3.1 explain how to monitor children and young people’s development using different methods.) | [3.2](#unit331_3_2" \o "3.2 explain the reasons why children and young people’s development may not follow the expected pattern.) | [3.3](#unit331_3_3" \o "3.3 explain how disability may affect development.) | [3.4](#unit331_3_4" \o "3.4 explain how different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern.) | [4.1](#unit331_4_1" \o "4.1 analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition.) | [4.2](#unit331_4_2" \o "4.2 explain how multi agency teams work together to support speech, language and communication.) | [4.3](#unit331_4_3" \o "4.3 explain how play and activities are used to support the development of speech, language and communication.) | [5.1](#unit331_5_1" \o "5.1 explain how different types of transitions can affect children and young people’s development.) | [5.2](#unit331_5_2" \o "5.2 evaluate the effect on children and young people of having positive relationships during periods of transition.) |  |  |  |  |  |  |  |  |  |  |  |
| [332](#Unit332" \o "A/601/1429 332 Engage in personal development in health, social care or children’s and young people's settings) | [1.1](#unit332_1_1" \o "1.1 describe the duties and responsibilities of own work role.) | [1.2](#unit332_1_2" \o "1.2explain expectations about own work role as expressed in relevant standards.) | [2.1](#unit332_2_1" \o "2.1 explain the importance of reflective practice in continuously improving the quality of service provided.) | [2.2](#unit332_2_2" \o "2.2 demonstrate the ability to reflect on practice.) | [2.3](#unit332_2_3" \o "2.3 describe how own values, belief systems and experiences may affect working practice.) | [3.1](#unit332_3_1" \o "3.1 evaluate own knowledge, performance and understanding against relevant standards.) | [3.2](#unit332_3_2" \o "3.2 demonstrate use of feedback to evaluate own performance and inform development.) | [4.1](#unit332_4_1" \o "4.1 identify sources of support for planning and reviewing own development.) | [4.2](#unit332_4_2" \o "4.2 demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities.) | [4.3](#unit332_4_3" \o "4.3 demonstrate how to work with others to agree own personal development plan.) | [5.1](#unit332_5_1" \o "5.1 evaluate how learning activities have affected practice.) | [5.2](#unit332_5_2" \o "5.2 demonstrate how reflective practice has led to improved ways of working.) | [5.3](#unit332_5_3" \o "5.3 show how to record progress in relation to personal development.) |  |  |  |  |  |  |  |  |  |  |  |  |
| [333](#Unit333" \o "Y/601/1695 333 Understand how to safeguard the wellbeing of children and young people) | [1.1](#unit333_1_1" \o "1.1 outline current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people.) | [1.2](#unit334_1_2" \o "1.2 explain child protection within the wider concept of safeguarding children and young people.) | [1.3](#unit333_1_4" \o "1.3 analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people.) | [1.4](#unit333_1_4" \o "1.4 explain when and why inquiries and serious case reviews are required and how the sharing the findings informs practice.) | [1.5](#unit333_1_5" \o "1.5explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing.) | [2.1](#unit333_2_1" \o "2.1 explain the importance of safeguarding children and young people.) | [2.2](#unit333_2_2" \o "2.2 explain the importance of a child or young person centred approach.) | [2.3](#unit333_2_3" \o "2.3 explain what is meant by partnership working in the context of safeguarding.) | [2.4](#unit333_2_4" \o "2.4 describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed.) | [3.1](#unit333_2_1" \o "3.1 explain why it is important to ensure children and young people are protected from harm within the work setting.) | [3.2](#unit333_3_2" \o "3.2 explain policies and procedures that are in place to protect children and young people and adults who work with them.) | [3.3](#unit333_3_4" \o "3.3 evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice or behaviour is being questioned are protected.) | [3.4](#unit333_3_4" \o "3.4 explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits.) | [4.1](#unit333_4_1" \o "4.1 describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding.) | [4.2](#unit333_4_2" \o "4.2 describe the actions to take if a child or young person alleges harm or abuse in line with policies.) | [4.3](#unit333_4_3" \o "4.3 explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged.) | [5.1](#unit333_5_1" \o "5.1 explain different types of bullying and the potential effects on children and young people.) | [5.2](#unit333_5_2" \o "5.2 outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place.) | [5.3](#unit333_5_3" \o "5.3 explain how to support a child or young person and/or their family when bullying is suspected or alleged.) | [6.1](#unit333_6_1" \o "6.1 explain how to support children and young people’s self-confidence and self-esteem.) | [6.2](#unit333_6_2" \o "6.2 analyse the importance of supporting resilience in children and young people.) | [6.3](#unit333_6_3" \o "6.3 explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety.) | [6.4](#unit333_6_4" \o "6.4 explain ways of empowering children and young people to make positive and informed choices.) | [7.1](#unit333_7_1" \o "7.1 explain the risks and possible consequences for children and young people of being online and of using a mobile phone.) | [7.2](#unit333_7_2" \o "7.2 describe ways of reducing risk to children and young people from:a) social networking b) internet use c) buying online d) using a mobile phone) |
| [334](#Unit334" \o "D/601/1696-Unit 334 Support children and young people’s health and safety) | [1.1](#unit334_1_1" \o "1.1describe the factors to take into account when planning healthy and safe indoor and outdoor environments and services.) | [1.2](#unit334_1_2" \o "1.2 explain how health and safety is monitored and maintained and how people in the work setting are made aware of risks and hazards and encouraged to work safely.) | [1.3](#unit334_1_3" \o "1.3 identify sources of current guidance for planning healthy and safe environments and services.) | [1.4](#unit334_1_4" \o "1.4 explain how current health and safety legislation, policies and procedures are implemented in own work setting or service.) | [2.1](#unit334_2_1" \o "2.1 demonstrate how to identify potential hazards to the health, safety and security of children or young people, families and other visitors and colleagues.) | [2.2](#unit334_2_2" \o "2.2 demonstrate ability to deal with hazards in the work setting or in off site visits.) | [2.3](#unit334_2_3" \o "2.3 undertake a health and safety risk assessment in own work setting or service illustrating how implementation will reduce risk.) | [2.4](#unit334_2_4" \o "2.4 explain how health and safety risk assessments are monitored and reviewed.) | [3.1](#unit334_3_1" \o "3.1 explain why it is important to take a balanced approach to risk management.) | [3.2](#unit334_3_2" \o "3.2 explain the dilemma between the rights and choices of children and young people and health and safety requirements.) | [3.3](#unit334_3_3" \o "3.3 give example from own practice of supporting children or young people to assess and manage risk.) | [4.1](#unit334_4_1" \o "4.1 explain the policies and procedures of the setting or service in response to accidents, incidents,emergencies and illness.) | [4.2](#unit334_4_2" \o "4.2 identify the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies.) |  |  |  |  |  |  |  |  |  |  |  |  |
| [310](#Unit310" \o "Unit 310: Plan and deliver learning activities under the direction of a teacher)  4 cr | [1.1](#Unit310_1_1" \o "1.1 1.1explain the objectives, content and intended outcomes of learning activities as agreed with the teacher.) | [1.2](#Unit310_1_2" \o "1.2 explain how the learning activities relate to statutory and non-statutory frameworks for the school curriculum.) | [1.3](#Unit310_1_3" \o "1.3 plan and prepare learning activities, as directed by the teacher, for: a) individual learners b) small groups of learners.) | [1.4](#Unit310_1_4" \o "1.4 use knowledge of the learners, the curriculum and own expertise to contribute to planning partnership working with the teacher as part of the overall lesson plan.) | [2.1](#Unit310_2_1" \o "2.1 demonstrate the use of teaching and learning methods to: a) meet the agreed learning objectives and intended outcomes b) maintain learners’ motivation and interest c) support and challenge learners d) gather feedback on learners’ progress and achieveme) | [2.2](#Unit310_2_2" \o "2.2 promote and support the inclusion of all learners involved in learning activities.) | [2.3](#Unit310_2_3" \o "2.3 organise and manage learning activities to ensure the safety of learners.) | [2.4](#Unit310_2_4" \o "2.4 work in partnership with the teacher to support learning activities for the whole class.) | [3.1](#Unit310_3_1" \o "3.1 monitor learners’ responses to activities.) | [3.2](#Unit310_3_2" \o "3.2 demonstrate ways of modifying activities to meet learners’ needs.) | [3.3](#Unit310_3_3" \o "3.3 monitor learners’ participation and progress in learning activities.) | [3.4](#Unit310_3_4" \o "3.4 use monitoring outcomes to provide learners with focused support and feedback.) | [3.5](#Unit310_3_5" \o "3.5 use a range of assessment techniques to support the evaluation of learners’ progress in relation to the intended learning outcomes.) |  |  |  |  |  |  |  |  |  |  |  |  |
| AON | [2.1.1](#aon2_1_1" \o "2.1.1 choose how to get the information you need to meet the purpose of your activity) | [2.1.2](#aon2_1_2" \o "2.1.2 obtain relevant information) | [2.1.3](#aon2_1_3" \o "2.1.3 choose appropriate methods to get the results you need.) | [2.2.1](#aon2_2_1" \o "2.2.1 carry out calculations, clearly showing your methods and levels of accuracy) | [2.2.2](#aon2_2_2" \o "2.2.2 check your methods to identify and correct any errors, and make sure you results make sense) | [2.3.1](#aon2_3_1" \o "2.3.1 select effective ways to present your findings) | [2.3.2](#aon2_3_2" \o "2.3.2 present your findings clearly using a chart, graph or diagram and describe your methods) | [2.3.3](#aon2_3_3" \o "2.3.3 use more than one way of presenting your findings) | [2.3.4](#aon2_3_4" \o "2.3.4 describe what your results tell you and how they meet your purpose) | TEST |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| COMM | [2.1a](#comm2_1a" \o "C2.1a Take part in a discussion) | [2.1b](#comm2_1b" \o "C2.1b Give a talk of a least four minutes.) | [2.2](#comm2_2" \o "C2.2 Read and summarise information from at least 2 documents) | [2.3](#comm2_3" \o "C2.3 Write two different types of documents, one must be at least 500 words) | TEST |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ICT | [2.1](#ict2_1" \o "ICT2.1 Search for and select information to meet your needs. written and graphical material) | [2.2](#ict2_2" \o "ICT2.2 Enter and develop the information to suit the task and derive new information) | [2.3](#ict2_3" \o "ICT2.3 Present combined information such as text with image, text with number, image with number.) | [2.3.1](#ict2_3_1" \o "ICT2.3.1 develop the presentation so that the final output is accurate and shows consistent use of formats.) | TEST |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

To be assessed in work environment

Can be realistically achieved in an observation

Possible evidence can be gathered depending on level of support