



University of the
West of England

PROGRAMME SPECIFICATION

Section 1: Basic Data

Awarding institution/body	UWE BRISTOL
Teaching institution	YEOVIL COLLEGE, SOMERSET
Delivery Location(s)	YEOVIL
Faculty responsible for programme	SOCIAL SCIENCE AND HUMANITIES
Modular Scheme title	EDUCATION MODULAR SCHEME
Professional Statutory or Regulatory Body Links (type and dates)	N/A
Highest award title	FdA Supporting Learning
Default award title	NA
Interim award titles	Cert HE Supporting Learning Certificate Supporting Learning
UWE progression route	BA Hons Education in Professional Practice
Mode(s) of delivery	Part time
Codes	
UCAS code	JACS code
ISIS code X19B43:X19B43	HESA code
Relevant QAA subject benchmark statements	Education Studies
On-going/valid until* (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	SEPTEMBER 2009

Original Validation Date: 26 June 2009

Latest Committee Approval...Validation Panel

Date:...26 Jun 09

Version Code 1

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational aims of the programme.

The Department for Children, Schools and Families (DCSF), through the TDA, is keen to encourage those currently employed as support staff in schools to consider progression onto degree courses and to programmes leading to Qualified Teacher Status.

This programme therefore is designed to provide a means by which experienced support staff, employed within an educational environment, can obtain a recognised qualification specific to their field and become more effective in their role by an increased reflection on practice. Successful students will be able to apply for progression to a relevant Honours degree (in the School of Education).

The overall aims of the programme are to:

- establish principles within education and the ways in which these have been developed;
- develop students' competence in recognising and carrying out the role of a teaching assistant in an educational setting;
- develop students' study skills, academic writing and their ability to critically examine issues from research, theory and established practice;
- develop students as reflective practitioners able to analyse and critically evaluate the provision within which they are employed and their practice.

These will be achieved through:

- planning and delivering intellectually and practically challenging programmes of study which lead to awards;
- providing learning environments which ground, promote and support high quality in teaching, effective and innovative practice and investigation in education;
- utilising modular structures both as a teaching and learning strategy and to offer programme members appropriate levels of flexibility to negotiate their own programmes and mode(s) of study within specified parameters;
- ensuring that modules are relevant to contemporary practice and thought in cognate fields by drawing upon scholarship, professional practice and investigation to underpin curriculum design and development;
- developing the analytic, reflective, creative and practical abilities which are necessary for continued personal and professional development in the fields chosen by the programme member; promoting informed awareness and understanding of the historical, cultural, social, moral and contemporary contexts of educational practice;
- developing skills in learning, communication, self-management, interpersonal skills, problem solving, relevant applications of technology and enhancing awareness of the value of key (transferable) skills to support and complement their subject specific skills for improved practical effectiveness and potential further study and self-fulfilment;
- providing opportunities for programme members to develop and demonstrate their capabilities in key cognitive attributes;
- widening participation and offering "ladders of opportunity" for study in an appropriate field;
- involving and responding to Local Education Authorities, schools and others in developing support, time and resources for programme members to practise and study new concepts.

Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...

A Knowledge and understanding

Learning outcomes

Teaching, Learning and Assessment Strategies

A Knowledge and understanding of:

As a result of this programme, students will have knowledge and understanding of:

1. relevant theories and established principles within education policy and practice and an awareness of the way in which policy is developed;
2. ethical perspectives in relation to policy and practice relating to the role of Teaching Assistants ;
3. a range of contextual factors surrounding policy, including sociological and environmental, that have influence upon the role of the teaching assistant within educational settings;
4. their own value positions compared to those of other professionals and organisations working to support teaching and learning in schools;
5. how their work impacts upon wider educational policy and practice, recognising the limits of their own knowledge;
6. issues of equality, diversity, inclusion and social justice related to education policy and the practice of assisting teaching and supporting learning.

Teaching/learning methods and strategies:

Acquisition of 1 is through lectures, seminars and tutorials

Acquisition is through lectures/classes, discussion groups, tutorials, directed tasks, presentations, self-review and assignment feedback.

(1,2,3)Throughout, the learner is encouraged to develop awareness of the complexities of the educational process and the range of different roles participants can take. (5,6). Emphasis is on group discussions/ conversations through which students develop an awareness of the underlying values and principles of education and, very importantly, reflect on practice in their individual educational environments. (4) Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/ learnt and to broaden their individual knowledge and understanding of the subject and context in which it is located.

Assessment:

The programme models good practice and promotes a personal and intellectual understanding of assessment processes. Testing of the knowledge base is through a range of diagnostic, formative and summative approaches including coursework and essays(1,2,3,5,6) projects, presentations and written reports(1,2,4,5,6) observations(1,3,5,6), as appropriate. Strategies deployed include tutor-assessed group and individual written and oral assignments together with self-assessment and peer-assessment. Achievement of credit is gained through written assignments based on professional work - reports, essays, portfolios of directed tasks, evaluations or reflective accounts and through oral or poster presentations.

B Intellectual Skills

B Intellectual Skills

As a result of completing this programme, students will be able to:

1. use and organise coherently, relevant ideas and perspectives to interpret and/or explore the area of study;
2. compare and contrast some methods and techniques for obtaining data and solving problems;
3. select appropriate techniques to critically evaluate the relevance and significance of data collected in identifying and resolving problems;
4. apply underlying concepts and principles in a range of contexts;
5. use reflection in the learning process to develop personal theories and refine professional practice;
6. discuss how ethical issues can be addressed in their area of study.

Teaching/learning methods and strategies

Intellectual skills 1, 2 and 4 are developed through engagement in learning and teaching about professional and pedagogical knowledge. Strategies deployed cater for a variety of preferred learning styles and include: lectures; seminars; tutorials; directed study tasks including use of literature and reflective activities; research tasks; use of videos, case-studies, role-play, games and simulations; use of Virtual Learning Environments (VLE) and on-line materials; project work; group work and individual activity. Students will be encouraged to reflect upon their own professional practice to meet 5, 3 and 6 through a work based learning approach.

Assessment:

Testing the acquisition of intellectual skills will be through essays, projects(1,2,3,5,6) oral and written reports(1,2,3,4,5,6) observations(1,4) Extensive pre-module evaluation and post-module feedback on work produced enables learners to reflect on their own achievements, in particular, their capacity to make meaningful links between theory and practice and to understand the significance and limitations of theory and research. The extended essay provides an ideal medium for the demonstration of these skills.

C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills

As a result of this programme, students will be able to:

1. demonstrate appropriate teaching, learning and care when working with pupils, colleagues, parents/carers including working within Health and Safety and the school's guidelines and procedures;
2. monitor, assess and record in a variety of settings, using appropriate techniques;
3. produce and evaluate appropriate, differentiated resources;
4. select and implement appropriate teaching and learning strategies;
5. make effective use of relevant academic literature and other sources of information, including ICT;
6. communicate effectively with pupils, colleagues, parents/carers and others.

Teaching/learning methods and strategies

All learners are inducted into the protocol of professional conduct. (1) The programme works within the expectations and responsibilities that each TA holds within their school and the understanding that these may differ, (6). The programme emphasises the importance of collaboration with colleagues and other professionals, parents and their obligations to pupils and supporting the curriculum and school, (2,3,4,6)

Opportunities are provided for learners to test out skills in a school context with the support of a mentor and through discussion with peers in a workshop or presentation environment. Reflection and research into professional practice is encouraged throughout the programme, (5)

Assessment:

For all modules a variety of teaching and learning methods and strategies will be employed. These will be tested through a range of formative and summative assessment approaches including essays(1,4,5) projects(2,3,4,5,6) portfolio(1,3,4,5) presentations(1,3,4,5,6) Extensive pre-module evaluation and post-module feedback on work produced enables learners to reflect on their own achievements, in particular, their capacity to make meaningful links between theory and practice and to understand the significance and limitations of theory and research. The extended essay provides an ideal medium for the demonstration of these skills.

D Transferable Skills and other attributes

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As a result of this programme, students will be able to

1. interact effectively within a team / learning group, give and receive information and ideas and modify responses where appropriate;
2. evaluate own strengths and weakness, challenge received opinion and develop own criteria and judgement and take responsibility for own learning with minimum direction;
3. communicate effectively in a manner appropriate to the discipline and report practical procedures in a clear and concise manner in a variety of formats;
4. identify key ideas and concepts and choose appropriate tools / methods for their resolution and presentation in a considered manner;
5. demonstrate the capacity to be an independent and reflective learner;
6. apply theoretical principles to the achievement of practical tasks;
7. manage and develop teaching and learning using resources appropriate to the discipline including ICT across a range of contexts;
8. work in collaboration with others, including staff and students giving and receiving information and ideas and modifying responses where appropriate.

Teaching/learning methods and strategies

All learners are given regular opportunities for practising communication and presentation skills.(3,4,8). This is primarily through group discussion and dialogue in their educational environment. An assignment provides written evidence of skill. (1,6,7) Managing study and time demands is difficult and is related to coursework investigation, writing submission deadlines. (2,4,) Programme members all work full, or part-time, and the majority have family responsibilities. To complete an assignment, on time and to an acceptable standard, students have to be self-reliant. (5,)

Assessment

Written assignments(1,2,3,4,5,6,7,8)

professional practice observations(1,3,4,6,7,8)

oral presentations(1,3,4,6,7,8)

These skills and attributes will be assessed through written assignments, professional practice, oral and poster presentations, group discussion and debate supported by prepared papers.

Section 4: Programme structure

Use next page to provide a structural chart of the programme showing:

- *Level and credit requirements*
- *Interim award requirements*
- *Module diet, including compulsory/core/optional modules*

**Supporting Learning
Pathway 1 for those without HLTA status**

Level 1	<p>Compulsory Modules: UTLGNC– 20-1 Exploring Professional Practice</p> <p>Core Modules: Students will take a minimum of 60 credits from: UTLGHR-20-1 Introduction to Educational Policy UTLGDD-20-1 Behaviour for Learning UTTGAFF-20-1 Thinking and Learning UTLGHS-20-1 Supporting Learning: assessing planning and recording. UTLGH3-20-1 Voice of the Learner</p>	<p>Optional Modules UTLGA7– 20 -1 Independent Study UTLGCK-20-1 Helping Children to Manage Themselves Socially and Emotionally</p>	<p>Interim Awards: Certificate of Higher Education</p> <ul style="list-style-type: none"> • Credit requirement 120 credits of which not less than 100 are at Level 1 or above <p>Certificate</p> <ul style="list-style-type: none"> • Credit requirement 60 credits of which not less than 50 should be at Level 1 or above
Level 2	<p>Compulsory Module: UTLGND-20-2 Enhancing Professional Practice</p> <p>Core Modules: Students will take a minimum 60 credits from: UTLGJ3-20-2, Enhancing Subject Knowledge UTLGHT-20–2, Contributions to Social Cohesion and well-being in Educational Settings UTLGA7-40–2, Independent Study UTLG9H-20-2 Every Child Matters: approaches to safeguarding children and young people in educational settings</p>	<p>Optional Modules UTLGH3-20-2 Voice of the Learner UTLGCK-20-2, Helping Children to Manage Themselves Socially and Emotionally UTTGAFF-20-2, Thinking and Learning</p>	<p>Prerequisite requirements</p> <ul style="list-style-type: none"> • 120 Credits at Level 1 or above. • Other - Nil <p>Awards:</p> <ul style="list-style-type: none"> • Target/highest FdA Supporting Learning <p>Credit requirements 240 credits at level 0 or above of which not less than 220 are at level 1 or above, and not less than 100 are at level 2 or above.</p> <p>The 240 credits must include 40 credits for assessed work based learning of which not less than 20 credits are at level 1 or above and not less than 20 credits are at level 2 or above.</p>

Students on this pathway will not hold HLTA status and therefore will need to complete the two Professional Practice modules UTLGNC-20-1 and UTLGND-20-2
Students are not permitted to take the same module at different levels but can choose which level they wish to study some of the modules in relation to availability and viability – specifically UTLGH3-20-1/2; UTLGCK-20-1/2; UTLGAF-20-1/2 ; UTLGDD-20-1/2

Students on this award who are unable to achieve 40 credits for assessed work-based learning (UTLGNC-20-1 and UTLGND-20-2) will be eligible to transfer to the Dip HE Education delivered at UWE.

Progression from the Foundation Degree into the BA (Hons) Education in Professional Practice can take place once the participant has achieved 240 credits (at least 120 of which are at level 2). A set of learning outcomes for bulk credit at level 1 and bulk credit at level 2 can be found at end of this document. A further 120 credits at level 3 are required to attain the BA (Hons) Education in Professional Practice.

**Supporting Learning
Pathway 2 - entrants with HLTA Status**

Level 1	<p>Compulsory Modules: Nil</p> <p>Core Modules: Students will take a minimum of 80 credits from: UTLGHR-20-1 Introduction to Educational Policy UTLGDD-20-1 Behaviour for Learning UTTGAf-20-1 Thinking and Learning UTLGHS-20-1 Supporting Learning: assessing planning and recording. UTLGH3-20-1 Voice of the Learner</p>	<p>Optional Modules UTLGA7– 20 -1 Independent Study UTLGCK - 20 -1 Helping Children to Manage Themselves Socially and Emotionally</p>	<p>Interim Awards: Certificate of Higher Education</p> <ul style="list-style-type: none"> • Credit requirement 120 credits of which not less than 100 are at Level 1 or above <p>Certificate</p> <ul style="list-style-type: none"> • Credit requirement 60 credits of which not less than 50 should be at Level 1 or above
Level 2	<p>Compulsory Module: UTLGHU-40–2, Teaching Assistants: Professional Practice</p> <p>Core Modules: Students will take a minimum of 60 credits from: UTLGJ3-20-2, Enhancing Subject Knowledge UTLGHT-20–2, Contributions to Social Cohesion and well-being in Educational Settings UTLGA7-40–2, Independent Study UTLG9H-20-2 Every Child Matters: approaches to safeguarding children and young people in educational settings</p>	<p>Optional Modules UTLGH3-20-2 Voice of the Learner UTLGCK-20-2, Helping Children to Manage Themselves Socially and Emotionally UTTGAf-20-2, Thinking and Learning</p>	<p>Prerequisite requirements</p> <ul style="list-style-type: none"> • 120 Credits at Level 1 or above. • Other -Nil <p>Awards:</p> <ul style="list-style-type: none"> • Target/highest FdA Supporting Learning • transfer title DipHE Education <p>Credit requirements 240 credits at level 0 or above of which not less than 220 are at level 1 or above, and not less than 100 are at level 2 or above.</p> <p>The 240 credits must include 40 credits for assessed work based learning of which not less than 20 credits are at level 1 or above and not less than 20 credits are at level 2 or above.</p>

This pathway acknowledges that participants will have gained the HLTA status through an outside body and gained a certificate to prove this. This certificate enables participants to pass Comp A of the UTLGHU-40-2 Professional Practice module. No further professional practice modules are required for this pathway. Students are not permitted to take the same module at different levels but can choose which level they wish to study some of the modules in relation to availability and viability – specifically UTLGH3-20-1/2; UTLGCK-20-1/2; UTLGAF-20-1/2

Progression from the Foundation Degree into the BA (Hons) Education in Professional Practice can take place once the participant has achieved 240 credits (at least 120 of which are at level 2). A further 120 credits at level 3 are required to attain the BA (Hons) Education in Professional Practice.

Students on this award who are unable to achieve 40 credits for assessed work-based learning (UTLGHU-40-2) will be eligible to transfer to the Dip HE Education delivered at UWE.

It may be possible to transfer into the BA General Honours or the BA Hons Early Childhood Studies if this is relevant and appropriate.

In order to progress to gain QTS there are additional requirements which potential candidates are advised to check at the Training Development Agency for Schools website (www.tda.gov.uk) and various routes into teaching which candidates need to explore.

Section 5: Entry requirements

Applicants will need to have completed two years work with children or young people in an educational setting and have a qualification in English/literacy and Mathematics/numeracy, equivalent to *at least* Level 2 of the National Qualifications Framework.

The general admissions requirements for this programme are listed below to provide potential applicants with guidance on the usual admission qualifications acceptable:

- A minimum of 3 GCSE's/O Levels grade C or above or the equivalent one of which must be English Language, supported by
- Two subjects at GCE Advanced level, or
- BTEC National Diploma, or
- GNVQ Level 3, or
- QAA recognised Access Certificate awarded by an Authorised Validating Agency, or
- Such other European and international qualifications and/or experience which the University considers equivalent to the above.

Alternatively, applicants may demonstrate learning through experience not previously assessed or contributing to the awards of other institutions or bodies which are open to scrutiny and where necessary, assessment. Such evidence may take the form of reports which the candidate has prepared as part of their professional duties. We welcome applications from students who do not meet the minimum academic entry requirements but have significant life and/ or work experience. They will be considered through interview, on the basis of evidence of personal, professional and educational experience which indicate the applicant's ability to meet the demands of a Foundation Degree.

We like to give such applicants every opportunity to show that they have the motivation and ability to succeed in their chosen programme of study.

Candidates who have HLTA status are entitled to follow pathway 2. Presentation of a Certificate of HLTA status is equivalent to Professional Practice Module Component A UTL GHU-40-2

Candidates not currently working in an educational setting will have a preliminary interview to gauge suitability for the course and ability to engage in professional work. Students must by the beginning of the programme either be in full time work or have a minimum of the equivalent to one day's employment / voluntary work in an educational setting per week.

Applicants for whom English is an additional language must offer evidence of an appropriate level of qualification, (normally IELTS Level 6) in written and spoken English.

Candidates who have gained HE credit in another higher education institution are advised to submit their certificates and transcriptions of the programmes of study together with the relevant proforma to the Accredited Learning (AL) Panel. Such a panel meets each term and specifically before the start of the academic year to enable applicants to clarify the transfer of credit into their new programme of study. The learning accrued previously must match the relevant learning outcomes for modules in the new programme to be accepted as exemption from modules of study.

Section 6: Assessment Regulations

Approved to University Academic Regulations and Procedures 2008 ref to E3.3R

Section 7: Student Learning: Distinctive Features, Academic Support

The programme of study will be taught and assessed in Yeovil College.

The course is delivered by staff with recent and relevant expertise within the field and actively supported by the Yeovil's local Federation of Schools.

All participants will, on entry to the programme, be based in educational settings throughout their programme. Thus the programme provides opportunities for learning for work, learning *at* work and learning *from* work. Such work based learning takes every opportunity to draw out the experience of the workplace by enhancing participants' skills in evaluation and enquiry, underpinned by the professional knowledge required to support and assist in the education of students.

Effective partnership between such educational settings, i.e. the college delivering the qualification, but working closely with local schools and educational settings, is already well established. At present, college tutors delivering the FdA visit students in their educational environments. This work based approach to student learning is mindful of the [UWE Bristol Policy on Work-Based Learning \(2003\)](#) and as such forms a development within the area of continuing professional development for a group of educationalists currently operating in a variety of educational environments. It is intended that the programme of contact time will be delivered over one evening per week, or equivalent, thus minimising time spent away from the workplace. Staff at Yeovil College look forward to building a solid, professionally-based relationship with colleagues at UWE.

Prior professional experience

Participants may wish to gain credit for previous achievements through the process of AEL (Accreditation of Experiential Learning) and Accredited Learning (AL) in line with the university procedures. The programme of study is intended to be responsive to individual training needs and this is offered through a range of strategies. On entry to the programme, details are sought of individual's experience that could be accredited. Students are encouraged to discuss their individual learning needs with the programme leader to ensure they are able to access appropriate support for their study needs. It is recommended that students who hold the higher level teacher assistant status (HLTA) prior to the commencement of Level 2 should be accredited with 20 level 2 credits against Module UTLGHU-40-2: Teaching Assistants: Professional Practice.

Learning Resources

All teaching and assessment will take place in the University Centre, Yeovil but students will have access to certain facilities within the School of Education of UWE which is located on the Frenchay campus, purpose built to meet the Faculty's teaching and learning requirements. The building enjoys a range of ICT suites supported by and located next to the Faculty based centre for ICT.

Virtual Learning Environment

Students will have access to the Yeovil College virtual learning environment – MOODLE. UWE Online will be open to students from Yeovil College and provide them with an educational websites directory portal, an ICT skills audit, ICT skills guidance and an electronic discussion forum. Students will have access to the University library facilities and a specific collection of education resources which may support workplace learning

Section 8 Reference points/benchmarks

In designing this programme, the University and Yeovil College have drawn upon the following external reference points

- QAA benchmark statements for:
- Education Studies (2007).
- These benchmark statements are designed for Honours degree courses so have been used for general guidance only.
- QAA FHEQ.
- QAA Foundation Degrees qualification benchmark.
- QAA Code of Practice.
- UWE Vision, Mission and Strategy.
- The UWE Federation: Collaborative Provision; A code of practice for UWE staff and educators or training providers.
- UWE Learning and Teaching Strategy.
- UWE Assessment Policy.
- TDA HLTA standards (2003 or 2007)
- Feedback from employers' liaison group.

Appendix 1.

HLTA STANDARDS (2007)

Professional attributes

1. Have high expectations of children and young people with a commitment to helping them fulfil their potential
2. Establish fair, respectful, trusting, supportive and constructive relationships with children and young people
3. Demonstrate the positive values, attitudes and behaviour they expect from children and young people
4. Communicate effectively and sensitively with children, young people, colleagues, parents and carers
5. Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people
6. Demonstrate a commitment to collaborative and cooperative working with colleagues
7. Improve their own knowledge and practice including responding to advice and feedback

Professional knowledge and understanding

8. Understand the key factors that affect children and young people's learning and progress
9. Know how to contribute to effective personalised provision by taking practical account of diversity
10. Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
11. Have achieved a nationally recognised qualification at level 2 or above in English/literacy and mathematics / numeracy
12. Know how to use ICT to support their professional activities
13. Know how statutory and non statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
14. Understand the objectives, content and intended outcomes for the learning activities in which they are involved
15. Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation
16. Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice

Professional Skills

(Teaching and learning activities must take place under the direction and supervision of an assigned teacher and in accordance with arrangements made by the headteacher of the school.)

Planning and Expectations

17. Use their area(s) of expertise to contribute to the planning and preparation of learning activities
18. Use their area(s) of expertise to plan their role in learning activities
19. Devise clearly structured activities that interest and motivate learners and advance their learning
20. Plan how they will support the inclusion of the children and young people in the learning activities
21. Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities

Monitoring and assessment

22. Monitor learners' responses to activities and modify the approach accordingly
23. Monitor learners' progress in order to provide focused support and feedback
24. Support the evaluation of learners' progress using a range of assessment techniques
25. Contribute to maintaining and analysing records of learners' progress

Teaching and learning activities

26. Use effective strategies to promote positive behaviour
27. Recognise and respond appropriately to situations that challenge equality of opportunity
28. Use their ICT skills to advance learning
29. Advance learning when working with individuals
30. Advance learning when working with small groups
31. Advance learning when working with whole classes without the presence of the assigned teacher
32. Organise and manage learning activities in ways which keep learners safe
33. Direct the work, where relevant, of other adults in supporting learning

Appendix 2

HMG0V (2005) Common Core of Skills and Knowledge for the Children's Workforce London: Every Child Matters

What is the Common Core? The Common Core of Skills and Knowledge for the children's workforce sets out the basic skills and knowledge needed by all people (including volunteers) whose work brings them into regular contact with children and young people.

Who is the Common Core for? The Common Core provides everyone who works with children and young people in a part-time, full-time or voluntary capacity with the essential skills and knowledge they need.

What are the Common Core skills?

There are six key areas of skills and knowledge in the Common Core. The definitions below were identified by children and young people:

1. Effective communication and engagement

Good communication is central to working with children, young people and their families. It involves listening, questioning, understanding and responding to children, young people and those caring for them.

Skills: listening and building empathy; summarising and explaining; consultation and negotiation

Knowledge: how communication works; confidentiality and ethics; sources of support; importance of respect

2. Child and young person development

Children and young people grow up and develop at different speeds, emotionally, socially, physically and intellectually. It is important to understand how developmental changes can impact on a child or young person's behaviour.

Skills: observation and judgement; Empathy and understanding

Knowledge: understand context; understand how babies, children & young people develop; be clear about own job role; know how to reflect and improve

3. Safeguarding and promoting the welfare of the child

Anyone who works with children and young people has a duty to safeguard and protect their welfare. This is a big responsibility and requires special care and attention to ensure positive outcomes for children and young people.

Skills: relate, recognise and take considered action; communication, recording and reporting; personal skills

Knowledge: legal and procedural frameworks; wider context of services; self knowledge

4. Supporting transitions

Children and young people pass through a number of stages as they grow up and develop. Often they are expected to cope with huge changes such as moving from primary to secondary school or from children to adults' services. These changes are referred to as transitions. The Common Core helps practitioners to support children and young people during these transition periods.

Skills: identify transitions; provide support

Knowledge: how children and young people respond to change; when and how to intervene

5. Multi-agency working

Multi-agency working is about different services working in partnership in order to prevent problems from occurring in the first place. It is most effective when agencies work together with shared aims and goals.

Skills: communication and teamwork; assertiveness

Knowledge: your role and remit; know how to make queries; procedures and working methods; the law, policies and procedures

6. Sharing information

Sharing information in a timely and accurate way is an essential part of helping to deliver better services. Sometimes it helps save lives. It is important to understand and respect issues and legislation surrounding the control and confidentiality of information.

Skills: information handling; clear communication; engagement

Knowledge: importance of information sharing; role and responsibilities; awareness of complexities; awareness of laws and legislation

The Common Core joins up these six areas of skills and knowledge and provides a common platform of understanding across the children's workforce. It reflects a set of common values for practitioners that promotes equality, respects diversity and challenges stereotypes. The Common Core also acknowledges the rights of children, young people and the role parents, carers and families play in helping children and young people. Further information about the six areas of the Common Core is available on the Children's Workforce Development Council (CWDC) website at www.cwdcouncil.org.uk/common-core

How is the Common Core being used?

The Common Core underpins a number of workforce development activities. Local areas have reported embedding the Common Core within:

- multi-agency training, providing common skills across different practitioners.
- recruitment, selection, induction and performance management.
- workforce development strategies
- training needs analyses.

How does the Common Core link to qualifications in the children's workforce?

The Integrated Qualifications Framework (IQF) will be a set of approved qualifications that enables progression, continuing professional development and mobility across the children and young people's workforce.

The Common Core will be reflected in all qualifications on the IQF. This will ensure the Common Core is embedded comprehensively into the training and continuing professional development of the workforce.

This work is part of the government's strategy to build a world-class children's workforce and is a vital tool to support integrated working.

Find out more at www.iqf.org.uk