

Pearson Edexcel Level 2 Award in Support Work in Schools

Pearson Edexcel Level 2 Certificate in Supporting Teaching and Learning in Schools

Specification

Specialist qualification

For first teaching September 2010

Issue 4

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

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This specification is Issue 4. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

These qualifications were previously known as:

Edexcel Level 2 Award in Support Work in Schools (QCF)

Edexcel Level 2 Certificate in Supporting Teaching and Learning in Schools (QCF)

The QNs remain the same.

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Summary of specification Issue 4 changes for: Pearson Edexcel Level 2 Award in Support Work in Schools Pearson Edexcel Level 2 Certificate in Supporting Teaching and Learning in Schools

Summary of changes made between previous Issue 3 and this current Issue 4	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	5, 6
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	6
QCF references removed from unit titles and unit levels in all units	25-215
Guided learning definition updated	20

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Pearson Specialist qualification titles covered by this specification

Pearson Edexcel Level 2 Award in Support Work in Schools

Pearson Edexcel Level 2 Certificate in Supporting Teaching and Learning in Schools

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

The qualification and unit codes will appear on learners' final certification documentation.

The QNs for the qualifications in this publication are:

Pearson Edexcel Level 2 Award in Support Work in Schools	501/1020/2
Pearson Edexcel Level 2 Certificate in Supporting Teaching and Learning in Schools	501/1036/6

These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

These qualifications are accredited by Ofqual as being Stand Alone.

Welcome to Pearson Edexcel Level 2 qualifications in Support Work in Schools and Supporting Teaching and Learning in Schools

Focusing on the Level 2 qualifications in Support Work in Schools and Supporting Teaching and Learning in Schools

This specification contains the new qualifications for school support staff and replaces the existing NVQs and BTEC qualifications in Support Work in Schools and Supporting Teaching and Learning. All of the qualifications in this suite have been informed by the National Occupational Standards in Supporting Teaching and Learning in Schools.

The Award is knowledge only, leading to the Certificate which requires the demonstration of competence as well as knowledge. The Certificate satisfies the knowledge and competence requirements of the Apprenticeship. There are also further qualifications at Level 3, leading to the Diploma in Specialist Support for Teaching and Learning in Schools.

Straightforward to implement, teach and assess

Implementing Pearson qualifications could not be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. Pearson qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical Pearson approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

Pearson qualifications are understood and recognised by a large number of organisations in a wide range of sectors. Pearson qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — in this case the Training and Development Agency for Schools (TDA).

All you need to get started

To help you off to a flying start, we have developed an enhanced specification that gives you all the information you need to start teaching Pearson qualifications. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Pearson vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we are always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

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Introducing Pearson Specialist qualifications

Pearson Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

Pearson Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Pearson Edexcel Level 2 Award in Support Work in Schools

The 12-credit Pearson Edexcel Level 2 Award provides an introduction to the skills, qualities and knowledge that may be required for employment in a particular vocational sector. The units in the Award are nested within the Certificate.

The Pearson Edexcel Level 2 Award in Support Work in Schools has been approved as one of the components of the Supporting Teaching and Learning Apprenticeship framework. The qualification has been designed to assess the knowledge required to work in the sector.

This qualification develops the knowledge and understanding that all those working in a school setting will need. It covers areas such as safeguarding, communication and understanding the school context. As it is a knowledge-based qualification, it can be taken by learners not yet employed in a school, as well as providing initial training/induction for those new in post. The Award covers the knowledge and understanding in the current mandatory units of the Support Work in Schools qualifications, supplemented with additional material drawn from the induction modules developed by the TDA for delivery by local authorities.

Pearson Edexcel Level 2 Certificate in Supporting Teaching and Learning in Schools

The 30-credit Pearson Edexcel Level 2 Certificate extends the work-related focus of the Pearson Edexcel Level 2 Award and covers some of the knowledge and practical skills required for a particular vocational sector.

The Pearson Edexcel Level 2 Certificate offers an engaging programme for those who are clear about the vocational area they want to learn more about. These learners may wish to extend their programme through the study of a related GCSE or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the Pearson Edexcel Level 2 Certificate can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

The Pearson Edexcel Level 2 Certificate in Supporting Teaching and Learning in Schools has been approved as one of the components of the Supporting Teaching and Learning Apprenticeship framework. The qualification has been designed to assess the knowledge and competence required to work in the sector. This qualification incorporates the units in the Award and adds competency-based units to reflect the role of those supporting pupils' learning. The Certificate covers the skills and knowledge contained in the current level 2 NVQ in Supporting Teaching and Learning in schools.

The qualification suite

In recognition that many support staff begin their career in a voluntary or part-time capacity, and develop and broaden their role over time, a 'nested' approach to qualification design, has been adopted. This allows learners to begin with a smaller qualification and add the additional units required to achieve larger ones as their role develops, without needing to duplicate learning. Some may wish to register for one of the larger qualifications immediately, without taking a smaller qualification first.

Many units are shared between the qualifications, not only in terms of progression from smaller to larger qualifications that confirm full occupational competency, but also between the larger qualifications. This means staff who change role, for example from a midday assistant to a teaching assistant, only need to add additional units to gain a recognised qualification for their new role. Similarly, many units in the qualifications are shared with qualifications developed for other parts of the children's workforce, allowing learners to take credits with them should they move to a new role.

National Occupational Standards

Where relevant, Pearson qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Pearson Level 2 qualifications do not purport to deliver occupational competence in the sector, but offer the opportunity for learners to develop and demonstrate skills and knowledge in workplace settings.

The Pearson Edexcel Level 2 Award in Support Work in Schools and Level 2 Certificate in Supporting Teaching and Learning in Schools relate to the National Occupational Standards in Supporting Teaching and Learning in Schools.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications have rules of combination.

Rules of combination for the Pearson Edexcel Level 2 qualifications

When combining units for the Pearson Edexcel Level 2 Supporting Teaching and Learning in Schools, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson Edexcel Level 2 Award in Support Work in Schools

- 1 Qualification credit value: a minimum of 12 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 12 credits.
- 3 All credits must be achieved from the units listed in this specification.

Pearson Edexcel Level 2 Certificate in Supporting Teaching and Learning in Schools

- 1 Qualification credit value: a minimum of 30 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 30 credits.
- 3 All credits must be achieved from the units listed in this specification.

Pearson Edexcel Level 2 Award in Support Work in Schools

The Pearson Edexcel Level 2 Award in Support Work in Schools is a 12-credit, 80 guided learning hour (GLH) qualification that consists of four mandatory units plus two optional units that provide for a combined total of 12 credits. Learners must complete all four mandatory units to achieve 9 credits, plus 3 credits from the Optional Group for a total of 12 credits. Learners must choose only one unit from the Optional Group.

The Total Qualification Time (TQT) for this qualification is 120.

Pearson Edexcel Level 2 Award in Support Work in Schools			
Unit	Mandatory units	Credit	Level
1	Child and Young Person Development	2	2
2	Communication and Professional Relationships with Children, Young People and Adults	2	2
3	Equality, Diversity and Inclusion in Work with Children and Young People	2	2
6	Safeguarding the Welfare of Children and Young People	3	2
Unit	Optional units (Learners must choose only one unit from this group)		
10	Schools as Organisations	3	2
11	Schools as Organisations	3	3

The Pearson Edexcel Level 2 Award in Support Work in Schools is a knowledge-based qualification which supports transition, pre-service or early career learning for all support staff roles in schools. The Level 2 Award provides the essential knowledge for working with children and young people in a school context.

It might be particularly suitable for:

- those looking for an introductory qualification as preparation for working in schools
- those who already hold a Level 2 qualification, or above, in their specialist area for example administration or catering, and are looking to move into a similar role in a school
- recently appointed support staff who are new to working in schools.

The Award is made up of four mandatory units covering the essential knowledge required to work with children and young people and two optional units covering the school context. The Level 2 school context unit would be suitable for those working in roles which require a general awareness of legislation, policy and procedures relevant to working in a school for example admin assistant. The Level 3 school context unit would be for those (for example catering manager, premises supervisor or office manager) who need a more in-depth knowledge of legislation and/or school policies and the implications of these for working practices in schools.

Pearson Edexcel Level 2 Certificate in Supporting Teaching and Learning in Schools

The Pearson Edexcel Level 2 Certificate in Supporting Teaching and Learning in Schools is a 30-credit, 180 guided learning hour (GLH) qualification that consists of nine mandatory units plus optional units that provide for a combined total of 30 credits. Learners must complete all nine mandatory units to achieve 24 credits, plus 3 credits from Optional Group A and 3 credits from Optional Group B for a total of 30 credits. Learners must choose only one unit from Optional Group A.

The Total Qualification Time (TQT) for this qualification is 300.

Pearson Edexcel Level 2 Certificate in Supporting Teaching and Learning in Schools			
Unit	Mandatory units	Credit	Level
1	Child and Young Person Development	2	2
2	Communication and Professional Relationships with Children, Young People and Adults	2	2
3	Equality, Diversity and Inclusion in Work with Children and Young People	2	2
4	Help Improve Own and Team Practice in Schools	3	2
5	Maintain and Support Relationships With Children and Young People	3	2
6	Safeguarding The Welfare of Children and Young People	3	2
7	Support Children and Young People's Health and Safety	3	2
8	Support Children and Young People's Positive Behaviour	2	2
9	Support Learning Activities	4	2
Unit	Optional units		
	Optional Group A: (Learners must choose only one unit from this group)		
10	Schools as Organisations	3	2
11	Schools as Organisations	3	3
	Optional Group B: (Learners must achieve 3 credits from this group)		
12	Contributing to Supporting Bilingual Learners	2	2
13	Invigilate Tests and Examinations	3	3
14	Move and Position Individuals In Accordance With Their Plan of Care	4	2
15	Prepare and Maintain Learning Environments	3	2
16	Provide Displays in Schools	3	2
17	Provide Support for Therapy Sessions	2	2
18	Support Assessment for Learning	4	3
19	Support Children and Young People at Meal or Snack Times	3	2

Unit	Optional units		
20	Support Children and Young People with Disabilities and Special Educational Needs	4	2
21	Support Children and Young People's Play and Leisure	3	2
22	Support Children and Young People's Travel Outside of the Setting	3	2
23	Support Extra-curricular Activities	3	2
24	Support the Use of Information and Communication Technology for Teaching and Learning	2	2

The Pearson Edexcel Level 2 BTEC Certificate in Supporting Teaching and Learning in Schools is a combined knowledge and practice qualification for those support staff roles that directly support teaching and learning for example teaching assistants or learning support assistants.

It is designed to provide:

- education and training for those with a responsibility to support teaching and learning within educational settings
- opportunities for those supporting teaching and learning in schools to achieve a nationally-recognised Level 2 vocational qualification
- the knowledge, understanding and skills learners need to provide effective support for teaching and learning in educational settings
- opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

The Certificate is made up of:

- the four mandatory units in the Pearson Edexcel Level 2 Award in Support Work in Schools
- five additional mandatory units and two groups of optional units
- Optional Group A comprising the two optional units from the Level 2 Award
- Optional Group B comprising a number of practice-based optional units designed to accommodate variations in roles within and across schools.

Assessment

All units within these qualifications are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed all the assessment criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be indicated clearly in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

A variety of methods can be adopted for assessment: individual assignment or investigation, individual or group reflective reports, individual or group reflective summaries, individual professional discussion, evidence from a workplace project or activity.

Initial assessments

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

Steps in carrying out an initial assessment include:

- checking that the learner has the language, literacy and numeracy skills necessary to achieve the qualification they are registering for, offering support where necessary
- ensuring that, where a learner is registering for a qualification that includes assessment in the workplace, they will have opportunities to demonstrate those criteria in their day-to-day work
- identifying opportunities for 'quick wins' to motivate learners and those who support them within the school considering opportunities for:
 - transferring credit from units that appear in the rules of combination of other qualifications
 - recognising the equivalency of any units already achieved
 - using the RPL process to claim credit for what the learner already knows and can do for immediate assessment
- identifying what learners need to learn.

A range of information can be used to inform the initial assessment including: learners self-assessment, head teacher or line manager appraisal, previous qualifications and achievements, prior learning and experience, learning style preferences, job role and career aspirations, potential, aptitude and commitment and personal circumstances.

Learning plans

Each learner should have clearly identified learning objectives and an individual learning plan which sets out the learning outcomes of their chosen qualification and how these will be achieved. The learning objectives and learning plan should be discussed and agreed with the head teacher or line manager to ensure learner needs are being met.

Learning plans should:

- be based on the results of the initial assessment
- be developed in partnership with the learner and the school
- specify clearly how, where and when learning will take place, taking account of the learner's needs and circumstances
- identify activities that allow the learner to learn what they need, recognising that courses are not the only option; on-the-job development is often more meaningful and relevant as well as more focused and time efficient
- identify if, and for what, the learner needs to carry out different work or work in a different way in order to develop competence and generate evidence – negotiate with the head teacher, line manager or mentor for this to happen
- be flexible – explore and agree ways of learning that are relevant, available and make best use of resources within and close to the school
- identify any potential or actual barriers to progress – use the head teacher/line manager or mentor if available, to address these; keep them informed throughout the programme in case new barriers to learning are identified.

Assessment planning

All learners 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 assessment requirements and be able to give learners a clear understanding of what they are being assessed on, what methods will be used and what evidence they need to produce.

Where the qualification includes workplace assessment, assessors should:

- get to know the learner and their school
- find out when the learner is available for assessment, for example what hours/days they work
- take account of the learner's job role and circumstances, for example what teachers, classes, groups or individual pupils they work with, their timetable, their out-of-school commitments
- identify opportunities for demonstrating competence, for example contributing to planning learning for pupils may not be the same for each teacher they work with
- make good use of the mentor, if available, to facilitate assessment opportunities (but keep them separate from the assessment process)
- ensure assessment planning takes account of the learner's learning needs and agreed plans for addressing these.

Making assessments

All assessments must be conducted in accordance with the Assessment Principles developed and agreed by the TDA, see *Annexe F*. Assessments must also be in line with any additional specification requirements detailed in the unit, including any requirements for assessment in the workplace. Centres are also advised to check assessment requirements for units originally developed for qualifications outside this suite, although the TDA's Assessment Principles are aligned with those of Skills for Care and Development to help centres develop a unified approach to assessment.

Assessment of knowledge and understanding

The units that contribute to the Level 2 Award in Support Work in Schools assess knowledge and understanding only, and there are no requirements for any criteria to be assessed in the workplace. A range of assessment methods may be available to centres and, where this is the case, care should be taken to select the method most appropriate to the learner's circumstances. For example, a learner taking the units may be doing so as part of a larger qualification, for example, the Level 2 Certificate, that includes units that assess skills in the workplace. Some knowledge-based units have skills-based counterparts, for example *Unit 2: Communication and Professional Relationships with Children, Young People and Adults* contains the underpinning knowledge and understanding for *Unit 5: Maintain and Support Relationships with Children and Young People*. Where this is the case, to minimise the burden of assessment, the assessor may look for opportunities to elicit evidence for the achievement of knowledge-based criteria in related competency units through reflective logs, professional discussion etc. Where a learner is not yet working in a school, other methods of assessment may be more appropriate.

Assessment in the workplace

When the learning outcome requires the learner 'to be able to' the assessment criteria will need to be assessed in the workplace through direct observation, witness testimony or observation by an expert witness. This is in accordance with the TDA Assessment Principles.

Where assessment in the workplace is specified, most of it should be via observation in the workplace, together with examination of work products, questioning, professional discussions and witness testimonies from relevant people. Learners must provide evidence that shows competence over time and, where specified in the assessment criteria or unit requirements, in a range of circumstances. Additional sources of evidence, if required, might include reflective accounts, written assignments and case studies. These sources can provide the evidence for criteria relating to knowledge and understanding as well as supporting evidence gathered via observation for skills-based criteria.

Taking a holistic approach to assessment will avoid unnecessary duplication of evidence and add to the efficiency and effectiveness of the assessment process as well as making more sense to the learner, allow for evidence for a number of learning outcomes to be drawn from a range of activities, thus making it easier to cover aspects that may not occur in a one-off assessment and avoid the inefficient use of assessment opportunities and over assessment associated with planning for assessment on an outcome-by-outcome or unit-by-unit basis.

For example, assessing *Unit 9: Support Learning Activities* should give rise to numerous opportunities for finding evidence for other units such as *Unit 8: Support Children and Young People's Positive Behaviour* or *Unit 2: Communication and Professional Relationships with Children, Young People and Adults*.

The use of simulation

Simulation should be used only for aspects where naturally occurring evidence is difficult to gather for example child protection, health and safety. The assessment requirements will specify which criteria may be evidenced through simulation. Simulations must comply with the following requirements for realistic working environments: the contingency to which the learner is required to respond must be realistic and reasonable in terms of its scale and the speed of response required, the learner must be able to demonstrate the actions they would take, using equipment and materials commonly found within the school they are working in and the information available to the learner on the nature of the contingency and the response expected must be consistent with the policies and practices of the school in they are working in.

Units where simulation is acceptable:

Unit title	Assessment criteria where simulation is allowed
Support Children and Young People's Health and Safety	4.1, 4.2, 4.3, 4.4, 4.5
Help Improve Own and Team Practice in Schools	4.6

Tracking progress

Regular reviews with learners, involving the head teacher/line manager for qualifications assessed in the workplace, should be carried out to measure and maintain progress towards achievement of the qualification. Feedback from the mentoring process may also contribute to the review process but only where confidentiality allows.

Reviews should take account of: actions agreed at the last review meeting, progress made in relation to the agreed learning plan, assessments undertaken, any problems or obstacles encountered and how these will be addressed, any changes in learner or school circumstances, for example, changed work role, future learning needs and how they will be addressed and any implications for the assessment plan and revising this as appropriate.

Progress reviews should also be used to check that the learner and the head teacher/line manager: understand and are comfortable with the assessment process, know what progress the learner has made towards achievement of the qualification, are aware of the option of certification for individual units, and understand the appeals process.

Expertise requirements of assessors and expert witnesses

Assessors

Assessment against the criteria in the qualifications 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 carry out assessment as set out in the TDA Assessment Principles (see *Annexe G*) are designed to provide confidence that judgements made will be professionally justified. It is important, therefore, that centres understand and comply with these requirements.

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

The Assessment Principles require that assessors for units that include workplace assessment must be capable of carrying out the full requirements of the units 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 expertise in assessing competence using a range of assessment techniques, including observation.

Those who assess units, or criteria within units, that relate to knowledge and understanding must themselves have knowledge relevant to the units they are assessing. Those who are occupationally competent will also be occupationally knowledgeable.

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 impact on the career, pay and progression of others so must be demonstrably fair and rigorous. Being occupationally competent means teachers are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuous learning and professional development.

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

Expert witnesses

Assessors may find it useful to draw on the testimony of expert witnesses as part of the assessment process. Expert witnesses can be used to address any gaps in the technical and occupational competence of assessors and for confidential or sensitive activities that are not appropriate for assessor observation.

Expert witnesses can be drawn from a wide range of people who can attest to performance in the workplace. Schools 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 learner's competence based on testimony provided by the expert witness, together with other corroborating evidence.

Experienced teaching assistants, higher level teaching assistants and teachers might act as expert witnesses across a range of units. However, there are some units where expert witnesses may play an important role in filling any gaps in the occupational expertise of assessors, as shown in the following table.

Unit	Potential expert witnesses
Support Children and Young People's Health and Safety	Health and safety officer Child protection officer School nurse
Contribute to Supporting Bilingual Learners	English as an additional language (EAL) specialist teacher EAL specialist teaching assistant (TA) Experienced bilingual support assistant
Support Children and Young People with Disabilities and Special Educational Needs	Special educational needs coordinator (SENCO)
Move and Position Individuals in Accordance With Their Plan of Care	School nurse Physiotherapist
Provide Support for Therapy Sessions	Therapist, as relevant to the context of support provided eg speech and language therapist, physiotherapist, occupational therapist
Support Children and Young People's Play and Leisure	Play worker

Unit	Potential expert witnesses
Invigilate Tests and Examinations	Examinations officer Senior/lead invigilator
Help Improve Own and Team Practice in Schools	Line manager or mentor School continuing professional development coordinator

Expert witnesses must be familiar with the unit for which they are providing testimony. In addition to being occupationally competent in their area of expertise, expert witnesses must either have a qualification relating to workplace assessment or be in a role which requires them to evaluate the practice of others.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rules of combination will achieve the qualification at pass grade.

In Pearson Level 2 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Pearson Level 2 Specialist qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purpose of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering Pearson Level 2 Specialist qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

The Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for Pearson qualifications
- approval for the Pearson Level 2 qualifications and units
- quality review of centre verification practice
- annual visit to centres by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- annual visit by Pearson Centre Quality Reviewers to assess overarching processes and quality standards.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. Centres already holding Pearson approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality assurance guidance

Details of quality assurance for the Pearson Level 2 qualifications are available on our website (qualifications.pearson.com)

Programme design and delivery

Mode of delivery

Pearson does not normally define the mode of delivery for Pearson Level 2 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Pearson Level 2 Specialist qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson Level 2 Specialist qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Functional Skills

Pearson Level 2 Specialist qualifications give learners opportunities to develop and apply functional skills. Functional skills are, however, not required as part of the Pearson Specialist qualification rules of combination. Functional skills are offered as stand-alone qualifications. See *Annexe E*.

Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to Pearson qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualification and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Who are these qualifications for?

Whilst the Certificate has been designed to meet the needs of those already supporting children and young people in schools, the Award develops knowledge and understanding and is suitable for those seeking a role in a school as well as those already employed. The Level 2 Award in Support Work in Schools has been designed to meet the needs of all those working in a school support staff role, including those whose role does not involve directly supporting learning, such as administrative, catering and site staff.

Those taking the Award could not yet be part of the school workforce but are looking for a qualification that will increase their employability, be newly employed in a school and want a qualification as part of early training/induction or already be working in a school but looking to progress.

The units in the Level 2 Award are mandatory in the Level 2 Certificate. Those wanting to access a pre-employment qualification are able to build on their achievement once in a role, without needing to repeat learning.

Those taking the Level 2 Certificate will need to be working in a role that allows them to demonstrate those learning outcomes relating to practice in their day-to-day-work. Those taking the qualification could be: full or part time, permanent or temporary, employed by the school or local authority, school based or peripatetic, working in a maintained, non-maintained or independent school.

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to Pearson qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs.

Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Pearson Edexcel Level 2 Award in Support Work in Schools and Certificate in Supporting Teaching and Learning in Schools are accredited for learners aged 16 and above.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Pearson NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications*, which can be found on the Pearson website (qualifications.pearson.com). This policy replaces the previous Pearson policy (Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Safeguarding

Centres must ensure that requirements for registration with the Independent Safeguarding Authority (ISA) and Criminal Records Bureau checks for those working with children and young people are complied with. This may involve arranging ISA registration for learners not in employment or checking that school procedures have been satisfactorily completed for learners employed in a school.

Entry requirements

There are no formal entry requirements for the qualifications. However, centres will need to satisfy themselves that learners will be able to demonstrate the skills-based learning outcomes through their current role before registering them for the qualification.

It is important too that centres satisfy themselves that learners have the required language and literacy skills to be able to achieve the qualification they have chosen and that those registering for the Level 2 Certificate in Supporting Teaching and Learning have sufficient numeracy skills themselves to be able to support pupils' learning in this regard. It is important, therefore, that centres have in place processes for assessing basic skills levels in learners, and for supporting learners to improve these skills where necessary.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim and purpose

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows how the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

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Unit 1: Child and Young Person Development

Unit reference number: H/601/3305

Level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

This unit aims to develop knowledge and understanding of child and young person development and the factors, including transitions, which may affect this development.

Unit introduction

Knowledge of development is fundamental, as it underpins all work with children and young people. This unit will enable learners to gain knowledge of the main stages of child development from birth to 19 years and how different aspects of development can affect one another.

The development of children and young people is affected by a range of factors. It is essential for those working with children and young people to be able to recognise and identify concerns about development so they can respond appropriately.

Children and young people pass through a number of stages as they progress into adulthood, experiencing many changes in their lives such as starting nursery or changing school. They may also experience particular and personal changes or adversity such as bereavement or a family breakdown. This process of change is known as transition. It is important for those working with children and young people to understand and recognise the effects of transition, as part of development, on children and young people's behaviour to ensure their needs are met and to support the outcomes for Every Child Matters.

This unit applies to all support staff roles in schools and is particularly suitable for those preparing to work in schools and those new to working in schools, including parent-helpers and other volunteers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the main stages of child and young person development	1.1 Describe the expected pattern of children and young people's development from birth to 19 years, to include: physical development, communication and intellectual development, social, emotional and behavioural development 1.2 Describe, with examples, how different aspects of development can affect one another
2 Understand the kinds of influences that affect children and young people's development	2.1 Describe, with examples, the kinds of influences that affect children and young people's development including: background, health, environment 2.2 Describe, with examples, the importance of recognising and responding to concerns about children and young people's development
3 Understand the potential effects of transitions on children and young people's development	3.1 Identify the transitions experienced by most children and young people 3.2 Identify transitions that only some children and young people may experience for example bereavement 3.3 Describe, with examples, how transitions may affect children and young people's behaviour and development

Unit content

1 Know the main stages of child and young person development

Pattern of development birth – 19 years: sequence usually same for all children; rate of individual development eg gross motor physical development, fine motor physical development, communication, intellectual, social development, emotional and behavioural development, puberty

Aspects of development: eg a baby who crawls early has the opportunity to explore their environment, a child who cannot use language to express their feelings may show frustrated behaviour, children with secure attachments may find it easier to make friendships and play cooperatively, influence of peer groups and sexual maturity on relationships in adolescence

2 Understand the kinds of influences that affect children and young people's development

Influences affecting development: background eg social, cultural, ethnic, economic and financial, family structure; health eg genetic, illness, disability or sensory impairment; environmental eg access to opportunities to play, adult expectations

Concerns: reasons eg to protect children, to meet needs of children and young people, ensure children and young people are helped to reach potential, refer findings and concerns early, role of observation; importance of objectivity eg prejudice, not making assumptions, confidentiality of information

3 Understand the potential effects of transitions on children and young people's development

Transitions experienced: progressing from one stage to another eg stages of development, puberty, entering adulthood, starting nursery or school, moving schools, moving class, starting college or training, entering voluntary or paid work, first sexual experiences

Transitions only some may experience: types eg change in family circumstances eg divorce, family break up, reconstituted family, death of a parent or close relative, moving house, birth of a sibling, change in employment status

Effects: types eg children and young people respond in different ways eg effect may be positive or negative, poor or improved self-esteem, dependence or independence, education eg difficulty concentrating, changes in behaviour eg anxiety, withdrawal, aggression, hyperactivity, truancy, tantrums, stammering, anti-social behaviours, bullying or being bullied, using illegal substances, depression, self-harm, eating disorders

Essential guidance for tutors

Delivery

The purpose of this unit is to enable learners to gain an understanding of the development of children and young people. This understanding underpins most of the learning in the whole qualification. Delivery strategies may involve a mixture of tutor input and independent research and learners will need to be guided towards appropriate materials, including electronic resources. These strategies could be complemented by appropriate video or DVD material and external speakers invited in to address learners.

Learners should be given an overview of the principles of development. The concept of maturation as opposed to just growth should be introduced. In addition, the expected stages of maturation and the different areas of development should be explored. It is essential that learners understand the holistic nature of development and how different areas of development can affect one another. This aspect may be explored through case studies and theoretical concepts should only be introduced at a basic level.

Learners should have the opportunity to consider the wide range of influences on the development of children and young people. Learners could work in pairs to consider case studies and present their findings to the whole group, followed by tutor-led discussion to consolidate learning. Case studies are a useful tool to introduce the importance of responding appropriately to concerns about development.

The importance of supporting children and young people through transitions to improve the outcomes should be explored in the context of the Every Child Matters Framework. Examples of how schools work to support children and young people through the transitions that most young people experience, and those only experienced by some, could be used to illustrate a range of provision. How the behaviour and development of children and young people may be affected by transitions could be considered through the analysis of case studies to help learners relate theory to practice.

Assessment

This is a knowledge-based unit and evidence from workplace performance is not required.

Suggested assessment activities

Assessment will be through tasks, projects and other activities learners complete individually to meet the assessment criteria. Learners should draw on any relevant practical experience of working in schools but will not be assessed directly on workplace performance.

Below are examples of assessment activities that may be used to satisfy the assessment criteria for this unit. However, centres are free to develop their own assessment activities and/or adapt those outlined below to meet local needs and resources.

For learning outcome 1, learners could produce a chart with information about the usual sequence of development of children and young people in terms of physical development, communication and intellectual development and social and

emotional development from birth-19, with reference to the ages at which the development is usually attained. Examples of how different aspects of development can affect one another could be included as annotations for example children who have difficulty using language may show frustrated behaviour.

For learning outcomes 2 and 3, learners could prepare a presentation. The evidence may be presented as PowerPoint slides with notes to include:

- influences on the development of children and young people,
- how development may be influenced by background, by health and by environment to include influences which have positive or negative effects
- why it is important to respond to concerns about children and young people's development
- transitions that are experienced by most children and young people
- how the behaviour and development of children and young people may be affected by transitions.

Indicative resource materials

Textbooks

Bentham S - *A Teaching Assistant's Guide to Child Development and Psychology in the Classroom* (Routledge, 2003) ISBN 978-0415311083

Blake S, Bird J & Gerlach S - *Promoting Emotional and Social Development in Schools: A Practical Guide* (Sage Publications, 2007) ISBN 978-1412907316

Burnham L - *S/NVQ Level 2 Teaching Assistant's Handbook: Supporting Teaching and Learning in Schools* (Heinemann, 2008) ISBN 978-0435449308

Burnham L - *Supporting Teaching & Learning in Schools* (Heinemann, 2010) ISBN 978-0-435032-03-6

Dawrent A - *Successful School Transition* (LDA, 2008) ISBN 978-1855034358

Kamen T - *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3* (Hodder Education, 2008) ISBN 978-0340959381

Lindon J - *Child Development from Birth to Eight: A Practical Focus* (National Children's Bureau, 1993) ISBN-13: 978-1904787280

Lindon J - *Understanding Children and Young People: Development from 5-18 Years* (Hodder Education, 2007) ISBN 978-0340939109

Journals

Times Education Supplement

Websites

www.childdevelopmentinfo.com	Child Development Institute
www.teachingexpertise.com	Information on transitions
www.teachernet.gov.uk	Teachernet

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how to interact with and respond to children and young people	1.1 Describe how to establish respectful, professional relationships with children and young people 1.2 Describe, with examples, how to behave appropriately for a child or young person's stage of development 1.3 Describe how to deal with disagreements between children and young people 1.4 Describe how own behaviour could promote effective interactions with children and young people, impact negatively on interactions with children and young people
2 Know how to interact with and respond to adults	2.1 Describe how to establish respectful, professional relationships with adults 2.2 Describe the importance of adult relationships as role models for children and young people
3 Know how to communicate with children, young people and adults	3.1 Describe how communication with children and young people differs across different age ranges and stages of development 3.2 Describe the main differences between communicating with adults and communicating with children and young people 3.3 Identify examples of communication difficulties that may exist 3.4 Describe how to adapt communication to meet different communication needs 3.5 Describe how to deal with disagreements between the practitioner and children and young people, the practitioner and other adults

Learning outcomes	Assessment criteria
<p>4 Know about current legislation, policies and procedures for confidentiality and sharing information, including data protection</p>	<p>4.1 Identify relevant legal requirements and procedures covering confidentiality, data protection and the disclosure of information</p> <p>4.2 Describe the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this</p> <p>4.3 Identify the kinds of situations when confidentiality protocols must be breached</p>

Unit content

1 Know how to interact with and respond to children and young people

Establishing respectful, professional relationships: develop approaches which recognise the uniqueness of each child and young person as an individual, value diversity, show interest and concern to build trust; encourage autonomy to encourage independence and responsibility eg fairness, dependability, respect, show pleasure in achievements, offer choices, importance of relationships for building self-esteem and learning

Appropriate behaviour for stage of development: guidance eg follow policies and procedures of school for personal/physical interactions eg hugging, touching; use language appropriate to stage of development; expectations of behaviour relevant to stage of development eg children in Early Years Foundation Stage (EYFS) need close and consistent relationships and help with personal care by key person, young people need privacy

Dealing with disagreements: techniques eg keep calm, encourage each child or young person to articulate their point of view, negotiate a compromise; follow school policy and procedures for behaviour and reporting

Effects of own behaviour on interactions: actions which promote effective behaviour eg model positive behaviour, consistency, fairness, respect, calm approach; behaviour which impacts negatively on interactions eg showing preferences, inconsistency, anger, favouritism; effects on self-esteem; impact on learning

2 Know how to interact with and respond to adults

Establishing respectful, professional relationships with adults: factors eg know how own role relates to colleagues, respect the skills and expertise of others; value diversity; follow organisational expectations and procedures for good working relationships; communicate effectively eg keep colleagues informed, use agreed lines of communication, maintain confidentiality, know own role in relation to parents; differences between professional and personal relationships

Adult relationships as role models for children and young people: aspects eg social learning theory; effect on children and young people of observing adults, achieving results through eg collaboration, negotiation, respectful communication, teamwork

3 **Know how to communicate with children, young people and adults**

Communication across different age ranges and stages of development: types eg verbal communication, non-verbal, match words to body language; use language appropriate to stage/age of child/young person; meaning/message appropriate to stage/age of child/young person

Differences between communicating with adults and children and young people: types eg context, formal communication, informal communication, form of address eg formal, informal, verbal communication, non-verbal communication

Communication difficulties: barriers eg verbal, non-verbal, environmental, background noise, hearing difficulties, visual impairment, English as an additional language (EAL)

Adapting communication: hearing difficulties eg use visual prompts, check understanding, ensure seating allows learner to see teacher's face, use of hearing aids, EAL eg use culturally relevant resources, promote thinking and talking in first languages to support understanding, group EAL learners who share the same home language

Dealing with disagreements: techniques eg keep calm, encourage individuals to articulate their point of view, find common ground, negotiate a compromise, win-win solutions, support children and young people to deal with disagreements, follow school policy and procedures for behaviour and reporting

4 **Know about current legislation, policies and procedures for confidentiality and sharing information, including data protection**

Legal requirements and procedures: types eg current for home country, human rights eg Human Rights Act 1998, Human Rights Act 2004, safeguarding children eg Children Act 1989, Children Act 2004, relating to freedom of information eg sharing information, for collecting, storing information eg Data Protection Act 1998; policies and procedures in own organisation

Reassuring children, young people and adults about confidentiality: effects eg support open trusting relationship, information shared on need to know basis, human right for privacy; protecting information eg when using social networking sites, buying online, using a mobile phone

Breaching confidentiality: reasons to breach confidentiality eg reports of abuse to a child or young person, disclosure of abuse by a child or young person, whistle blowing, procedure in own organisation

Essential guidance for tutors

Delivery

This unit should be delivered using a combination of tutor input and active learning experiences. DVDs and case studies give learners opportunities to link theory to practice. Role play will enable learners to develop and practise their interpersonal and communication skills. Discussions, peer observations and peer assessment support assessment and contribute to an understanding of the skills required for effective practice.

Learners should be encouraged to demonstrate an awareness of the importance of communication skills in addressing issues of equality, diversity, rights and responsibilities of children, young people and adults.

At this level the emphasis needs to be on knowing the behaviour and communication skills needed to develop and maintain positive relationships with children, young people and adults and to provide positive role models.

Learners should be introduced to ways of establishing and maintaining positive relationships with children, young people and adults. The impact of own behaviour on interactions and the importance of adult relationships as a role model must be considered.

It is essential for learners to know how to meet the communication needs of individuals. Opportunities to observe others demonstrating a range of communication skills will help consolidate their knowledge and understanding.

Learners should be introduced to the current national legislation regarding confidentiality and data protection which can be accessed from relevant government department websites. Learners should have the opportunity to look at a range of school policies and procedures for confidentiality and data protection and consider how these may impact on working practices. It is essential that learners know the situations when confidentiality must be breached to safeguard children and young people.

Learners should be encouraged to share their experience of working in schools as employees, as a parent helper or through work experience.

Assessment

This is a knowledge-based unit and evidence from workplace performance is not required.

Suggested assessment activities

Assessment will be through tasks, projects and other activities completed individually to meet the assessment criteria. Learners should draw on any relevant practical experience of working in schools but will not be assessed directly on workplace performance.

Below are examples of assessment activities that may be used to satisfy the assessment criteria for this unit. However, centres are free to develop their own assessment activities and/or adapt those outlined below to meet local needs and resources.

For learning outcomes 1 and 2, learners could present information about how to establish relationships and interact with children, young people and adults in response to a range of case studies to include: relationships and interactions with children and young people at different ages or stages of development, relationships and interactions with adults, dealing with disagreements between children and young people, impact of own behaviour on interactions with children and young people and the importance of modelling behaviour.

For learning outcome 3, learners could develop a presentation to show how to communicate with children, young people and adults. This could be supported with examples from practical experiences and observations made in schools.

For learning outcome 4, learners could produce a guidance document to include essential information for school support workers about legislation, policies and procedures for confidentiality and sharing information and data protection, including situations when confidentiality may be breached.

Essential resources

Learners will need access to legislation for the relevant home nation and examples of school policies and procedures for confidentiality, sharing information and data protection.

Indicative resource materials

Textbooks

Bentham S - *A Teaching Assistant's Guide to Child Development and Psychology in the Classroom* (Routledge, 2003) ISBN 978-0415311083

Burnham L - *S/NVQ Level 2 Teaching Assistant's Handbook: Supporting Teaching and Learning in Schools* (Heinemann, 2008) ISBN 978-0435449308

Burnham L - *Supporting Teaching & Learning in Schools* (Heinemann, 2010) ISBN 978-0-435032-03-6

Dunhill A, Elliott B & Shaw - *A Effective Communication and Engagement with Children and Young People, their Families and Carers* (Creating Integrated Services) (Learning Matters, 2009) ISBN 978-1844452651

Foley P & Leverett S - *Connecting with Children: Developing Working Relationships* (The Policy Press, 2008) ISBN 978-1847420589

Kamen T - *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3* (Hodder Education, 2008) ISBN 978-0340959381

Riley P - *Attachment Theory and the Teacher-student Relationship* (Routledge, 2010) ISBN 978-0415562621

Journals

Times Education Supplement TES

Websites

www.direct.gov.uk/en/Governmentcitizensandrights/Yourrightsandresponsibilities/	Directgov
www.nationalstrategies.standards.dcsf.gov.uk/early years	The National Strategies
www.teachernet.gov.uk/management/ims/datamanagement/data_protection/	Teachernet
www.teachers.tv	Teachers TV

Unit 3: Equality, Diversity and Inclusion in Work with Children and Young People

Unit reference number: D/601/3321

Level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

This unit aims to provide knowledge and understanding of policies and practices used to promote equality, diversity and inclusion in work with children and young people.

Unit introduction

All children and young people have a right to an environment which supports them to develop confidence, self-worth, resilience and respect for others. Fundamental to this is an understanding of how to ensure that equality, diversity and inclusion are embedded in every aspect of practice. This requires understanding of the effects of stereotyping, prejudice and discrimination on the wellbeing and learning of children and young people and how to challenge discrimination assertively.

Diversity encompasses acceptance of, and respect for, individual differences - race, ethnicity, gender, sexual orientation, socio-economic status, age, disability/physical abilities, religion or belief. Embracing and celebrating differences ensures that all individuals are treated fairly, with dignity and respect. Being inclusive means thinking and planning to take account of the circumstances of individuals in relation to the opportunities they should expect to participate in within school life. This unit provides the essential knowledge required for working in schools.

Learners will examine the legislation and codes of practice which are relevant to equality and diversity. They will consider the importance of participation, equality of access and valuing and promoting cultural diversity.

The impact of discrimination on children and young people is studied and learners will explore how their own attitudes and behaviours impact on practice. Learners examine the importance of anti-discriminatory practice and how to challenge discrimination.

They will also study inclusion and examine inclusive practices in their own area of work.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the importance of promoting equality and diversity in work with children and young people	1.1 Identify the current legislation and codes of practice relevant to the promotion of equality and valuing of diversity 1.2 Describe the importance of supporting the rights of all children and young people to participation and equality of access 1.3 Describe the importance and benefits of valuing and promoting cultural diversity in work with children and young people
2 Understand the impact of prejudice and discrimination on children and young people	2.1 Describe ways in which children and young people can experience prejudice and discrimination 2.2 Describe the impact of prejudice and discrimination on children and young people 2.3 Assess how own attitudes, values and behaviour could impact on work with children and young people 2.4 Describe the importance of promoting anti-discriminatory practice in work with children and young people 2.5 Describe how to challenge discrimination
3 Understand inclusion and inclusive practices in work with children and young people	3.1 Describe what is meant by inclusion and inclusive practices 3.2 Describe features of an inclusive setting for children and young people 3.3 Describe how inclusion works in own sector of the children's workforce

Unit content

1 **Understand the importance of promoting equality and diversity in work with children and young people**

Legislation and codes of practice: current and relevant to home country, in relation to rights eg United Nations Convention on the Rights of the Child (1989), Human Rights Act 1998; in relation to disability eg Equality Act 2010, Special Educational Needs and Disability Act 2001; in relation to race eg Race Relations (Amendment) Act 2000; in relation to children and young people's rights eg Children Act 1989, Children Act 2004; guidance eg Removing Barriers to Achievement: government strategy for SEN (2004), Code of Practice on the duty to promote race equality (2002), Disability Equality Scheme; Every Child Matters 2005; school policies eg cultural diversity, inclusive practice, safeguarding/bullying, gifted and talented pupils, special educational needs

Supporting the rights of all children and young people: reasons eg human rights, moral rights, legal rights; sense of belonging and self-esteem benefits eg feel valued, which encourage independent learning, raise achievement, motivating

Importance of valuing and promoting cultural diversity: reasons eg ensures individuals are valued and included, enables effective relationships to be established, supports all learners to understand cultures which are different from their own, encourages respect and acceptance, provides cultural enrichment, increases global awareness

2 **Understand the impact of prejudice and discrimination on children and young people**

Prejudice and discrimination: types eg discrimination by individuals, institutional discrimination, direct discrimination, indirect discrimination

Impact of prejudice and discrimination: range of impact eg race, religion, age, sex, culture or ethnicity, mental health

Affect of own attitudes and behaviour: effects eg self-awareness of own attitudes, affects relationships, affects self-esteem, impacts on learning, learners lose trust,

Importance of anti-discriminatory practice: ethos of school eg policies and procedures, high expectations for all encourages achievement, all children and young people feel valued, culture of respect helps pupils to learn tolerance and acceptance

Challenging discrimination: must always be challenged eg make clear that comments are unacceptable, emphasise the unfairness, explain the importance of treating everyone with respect, model appropriate behaviour

3 Understand inclusion and inclusive practices in work with children and young people

Inclusion: define eg providing all children and young people with equal access to education and participation in school life, not about treating everyone the same but providing the same opportunities; practice eg barriers are recognised and strategies used to minimise them, pupils are not segregated, recognition, acceptance and celebration of differences and similarities, the views of children and young people listened to, learning is personalised, high expectations

Inclusive setting: behaviours eg clear policies and procedures, barriers are recognised, removed or minimised, no segregation, views and opinions of children and young people are listened to and valued eg school council, staff training

Essential guidance for tutors

Delivery

Understanding the importance and concepts of recognising diversity, equality of opportunity and inclusion and individual rights will need to be embedded throughout the programme, and will, therefore, need to be introduced to learners at an early stage.

Learners will come to this unit from a variety of backgrounds, experiences and views and many of the concepts may be unfamiliar. Tutor guidance be required when exploring these concepts and formal input will be required in some areas. Class or small-group discussion will considerably enhance the learning experience. Sensitivity and tact will need to be exercised when learners are exploring their own attitudes, values and behaviour.

This unit provides opportunities for innovative and interesting introductory work based on diversity in today's society.

The key elements of relevant legislation and codes of practice could be introduced through individual or small-group research using the internet. The United Nations Convention on the Rights of the Child underpins much of the work in this unit and could be introduced using learners' personal experiences.

The use of case studies, scenarios and tutor-led discussion will help learners to explore the impact of prejudice and discrimination, the importance of promoting anti-discriminatory practice and to consider the effect of their own attitudes, values and behaviour on their work with children and young people.

Inclusive practices could be explored by observing practice in work placements. Learners could compare provision and approaches used in different schools.

Learners should be encouraged to share their experience of working in schools as employees, as a parent-helper or through work experience.

Assessment

This is a knowledge-based unit and evidence from workplace performance is not required.

Suggested assessment activities

Assessment will be through tasks, projects and other activities learners complete individually to meet the assessment criteria. Learners should draw on any relevant practical experience of working in schools but will not be assessed directly on workplace performance.

Below are examples of assessment activities that may be used to satisfy the assessment criteria for this unit. However, centres are free to develop their own assessment activities and/or adapt those outlined below to meet local needs and resources.

For learning outcomes 1 and 2, learners could produce an individual reflective report to include:

- current legislation and codes of practice
- the importance of participation and equality of access for all children and young people and how this supports their rights
- the importance of valuing and promoting cultural diversity
- how children and young people experience prejudice and discrimination
- the impact of prejudice and discrimination on the wellbeing and learning of children and young people
- how their own attitudes, values and behaviour can impact on work with children and young people
- the importance of promoting anti-discriminatory practice
- ways to challenge discrimination.

For learning outcome 2, learners could prepare a presentation using workplace research to describe inclusion, inclusive practices, the features of an inclusive setting and how inclusion works in their own sector.

Essential resources

Learners will need access to relevant legislation and guidance documents for their home nation and examples of school policies and procedures for equality, diversity and inclusion.

Indicative resource materials

Textbooks

Burnham L - *S/NVQ Level 2 Teaching Assistant's Handbook: Supporting Teaching and Learning in Schools* (Heinemann, 2008) ISBN 978-0435449308

Burnham L - *Supporting Teaching & Learning in Schools* (Heinemann, 2010) ISBN 978-0-435032-03-6

Evans L - *Inclusion (No-nonsense)* (David Fulton, 2007) ISBN 978-1843124535

Griffin S - *Inclusion, Equality and Diversity in Working with Children* (Heinemann, 2008) ISBN 978-0435402402

Kamen T - *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3* (Hodder Education, 2008) ISBN 978-0340959381

Journal

Times Education Supplement

Websites

www.creid.ed.ac.uk	Centre for Research in Education Inclusion and Diversity
www.education.gov.uk	Department for Education
www.equalityhumanrights.com	Equality and Human Rights Commission
www.inclusion.ngfl.gov.uk	Inclusion
www.teachernet.gov.uk	Teachernet

Unit 4: Help Improve Own and Team Practice in Schools

Unit reference number: T/601/7391

Level: 2

Credit value: 3

Guided learning hours: 15

Unit aim

This unit aims to provide the knowledge, understanding and skills required to help improve own and team practice in schools. It requires demonstration of competence in reflecting on and improving own practice, and supporting the work of the team.

Unit introduction

This unit is suitable for people who work as part of a team in a school. It will enable learners to understand the process of continuing professional development and how this better equips them to improve their own work, and support the work of a team. It also enables learners to understand how to support the teacher and pupils effectively as part of a team of professionals to ensure effective teaching and learning can take place.

Learners will gain knowledge in ensuring learners can reflect on their own practice and its impact on the progress of learners and whether learners achieve the planned learning outcomes.

Learners will, after consulting with other appropriate professionals and evaluating their own contributions, know and understand the actions they need to carry out to improve their personal effectiveness and practice.

Learners will develop an understanding of 'teamwork', the concept of shared goals and objectives as well as understanding their roles and responsibilities within and to the team.

Learners will gain the knowledge they need to contribute positively to the work of a team, communicate effectively with team members and identify how to improve team effectiveness.

In this unit learners will develop an understanding of how their own knowledge and understanding can impact on the teaching and learning process and how to identify how they can improve their current capabilities to increase the effectiveness of the teams they work in.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to reflect on own practice	1.1 Take note of children and young people's responses to own practice 1.2 Ask for constructive feedback on own practice from colleagues 1.3 Take note of responses to own practice from others 1.4 Evaluate all aspects of own practice
2 Be able to improve own practice	2.1 Identify possible development opportunities relevant to improving own practice 2.2 Describe the importance of continuing professional development 2.3 Work with an appropriate person to identify own strengths and areas where practice could improve, plan ways in which practice could improve, identify goals and targets 2.4 Take part in continuing professional development that is relevant to own goals and targets 2.5 Review own personal development 2.6 Identify new areas of skill and knowledge to achieve new goals and targets
3 Understand the work of the team	3.1 Describe why teamwork is important in schools 3.2 Describe the purpose and objectives of the team in which they work 3.3 Describe own role and responsibilities and those of others in the team 3.4 Describe the importance of respecting the skills and expertise of other practitioners

Learning outcomes	Assessment criteria
<p>4 Be able to support the work of the team</p>	<p>4.1 Support the purpose and objectives of the team</p> <p>4.2 Carry out own role and responsibilities within the team</p> <p>4.3 Communicate clearly with team members and others, making sure they have the information they need</p> <p>4.4 Interact with others in a way that supports good teamwork</p> <p>4.5 Identify and suggest ways in which the team could improve its work, challenging existing practice where necessary</p> <p>4.6 Respond to differences of opinion and conflict constructively</p> <p>4.7 Seek advice and support from relevant people when needed</p>

Unit content

1 Be able to reflect on own practice

Children and young people's responses: gain responses eg reflect, respect, observe, listen, using evidence base

Constructive feedback on own practice: consultation eg discussion with professionals, individuals, groups; evaluation eg identification of successes, difficulties or challenges

Responses to own practice from others: according to own role eg parents, carers and guardians, other adults in the school, professionals external to the school

Evaluate all aspects of own practice: aspects eg reasons for making judgements, review, reflect, recognise where own knowledge has supported or hindered the work of a team, understand the perspective of others, identify successes, identify areas for improvement, consider how to improve own practice, interpret own understanding of team practice

2 Be able to improve own practice

Development opportunities: types eg training programmes, mentor, coaching, e-learning, open and distance learning

Importance of continuing professional development: reasons for CPD eg gain qualifications, updating knowledge, understanding and skills

Improve practice: discuss skills and areas for improvement eg produce individual development plan, seek advice from a professional colleague, feedback on competence and performance, appraisal

Continuing professional development: techniques eg SMART targets, search for and use information to improve practice

Review own personal development: ways eg previous goals and targets, self-assessment, achievements, barriers to improvement, skill development, contribution

New areas of skill and knowledge: areas eg skills analysis, aspirations, best practice, cycle of improvement

3 Understand the work of a team

Importance of teamwork in schools: reasons for teamwork eg aims, purpose, roles of individuals and the team

Purpose and objectives of the team: types eg common goals, scope of team

Own role and responsibilities and those of others: roles eg communication, job tasks, systems, structures

Importance of respecting the skills and expertise of other practitioners: ways eg through relationships, professionalism, knowledge and expertise of others, mutual support, skills brought to the team

4 **Be able to support the work of the team**

Purpose of the team: objectives eg responsibility, behaviours, contributions, relationship between team objectives and team behaviours

Own role and responsibilities: clarity of roles eg demonstrate, perform, support for other members, contribution

Communicate clearly: different ways of communicating effectively eg relationships, communication types, written, verbal, listening

Interact with others in a way that supports good teamwork: ways eg interpersonal skills, relationships, needs, body language, characteristics

Team improvement: ways eg proactive behaviours, formal, informal, frequency, meeting objectives, meeting or exceeding targets

Responding to differences constructively: ways eg find solutions, barriers to change, formal conflict, informal disagreement, policy for managing conflict situations/disagreements, confidentiality

Advice and support from relevant people: ways eg identified personnel, roles and responsibilities, professional comment

Essential guidance for tutors

Delivery

Some of the knowledge and understanding for this unit may come from learner research or practical work experience, whilst some will be gained in the classroom or from observed practice in a work placement. The unit gives learners an overview of the importance of teamwork and develops their ability to work constructively together with others.

Methods of delivery could include learners working in a group to develop a group response to case studies that illustrate support workers in schools working within teams in teaching and learning situations. Working in this way learners will be engaged in the experience of working together, collaboratively, to reach an agreed response. Learners could allocate roles and responsibilities for working on aspects of the case study and produce a group response that was consistent with the set objectives. Delivery could also extend to a review of their effectiveness and an agreed response as to how they may have improved the way they worked together to deliver their response. This could result in the creation of an agreed list of behaviours and barriers to effective teamwork. The concept of group and team working might also be extended to a review to inform the targets that should be set if the group were to work together again on a second task. This would develop learners' ability to appraise their own performance and inform how they could set targets for development.

Learners should be encouraged to research the development opportunities available to them both internally, within their working environment, and externally. Sharing the outcomes of this research with other learners is a further way of distributing best practice and engaging learners in group activities where professional respect and understanding is required and, therefore, develops the principles of 'teamwork' in delivery of the unit.

Assessment

As part of this unit learners will need to engage in some form of professional discussion or performance review with a class teacher or line manager in the workplace. Learners will need to think about their practice and set targets for personal development. It is essential that all learners are given an opportunity to have their competence assessed in the workplace setting.

When the learning outcome requires the learner to be able to... the assessment criteria will be need to be assessed in the workplace by direct observation, witness testimony or observation by an expert witness. This is in accordance with the TDA Assessment Principles.

Assessment criteria 1.1, 1.2, 1.3, 4.1, 4.2, 4.3, 4.4, 4.5 and 4.7 must be assessed in the workplace.

Simulation may be used for assessment criterion 4.6.

Suggested assessment activities

Whilst aspects of the delivery of this unit may take place within a group all assessments must be completed by the individual learner.

Learning outcome 1 may be achieved through the development of a personal diary explaining how learner behaviour has supported the school's aims and values, describing situations when they have thought about their work with pupils, what they have learned from those experiences and also describing how they reacted to different situations and why.

The ability to improve own practice can be assessed by scrutinising a CPD record or evidenced by a witness statement that supports learner engagement in CPD relevant to their needs. This should describe how they 'grew' as a consequence of their engagement with the learning experience. The witness statement could also include a record of discussions held with professionals in the workplace environment where they have talked about their own personal development, agreed new areas of skills and knowledge they need to achieve and set new goals and targets.

To achieve learning outcome 3 learners must describe the work of a team. Evidence could take the form of a portfolio of evidence in which they describe why teamwork is important and explain the purpose and objectives of the team they work in. Learners describe their own role and responsibilities and those of others in the team by creating a briefing or presentation for delivery to any new member of the team they work in. The portfolio could also include a narrative to describe how to respect the skills and expertise of other team members or a checklist of behaviours that constitute best practice for individuals who work within teams.

Learning outcome 4 requires learners to demonstrate how they supported the work of a team and therefore requires them to present a study that evidences this. Learners could provide a series of prompts to support a potential review meeting where the success of a team in reaching its aims and objectives is discussed. The personal prompts they intend to raise at the meeting should illustrate how they have performed their own role and responsibilities, communicated with team members and interacted to ensure positive teamwork. They could identify how to improve teamwork and suggest alternative ways to achieve the objectives. Learners could talk about how they have responded to differences of opinion and managed a potential or actual conflict and drawn on the advice and support of others.

Essential resources

As this is a work-based programme, all learners will either be directly involved in working as part of a team or have access to situations or schools/organisations where adults work in teams to support teaching and learning activities. All learners will need the opportunity to participate in a team activity within the teaching and learning environment.

Indicative resource materials

Textbooks

Ashman C and Green S — *Planning, Doing and Reviewing* (David Fulton, 2004)
ISBN-10: 978-1843121992

Bentham S — *Practical Tips for Teaching Assistants* (Routledge Falmer, 2005)
ISBN 978-0415354721

Bentham S and Hutchins R — *A Teaching Assistant's Guide to Completing NVQ Level 3: Understanding Knowledge and Meeting Performance Indicators* (Routledge, 2008) ISBN 978-0415432443

Burnham L – *Supporting Teaching & Learning in Schools* (Heinemann, 2010) ISBN 978-0-435032-03-6

Cheminais R — *Every Child Matters: A Practical Guide for Teaching Assistants, 1st Edition* (David Fulton Publishers Ltd, 2008) ISBN 978-0415458764

Hryniewicz B — *Teaching Assistants: The Complete Handbook, 2nd Edition* (Adamson Publishing, 2007) ISBN 978-0948543029

Kamen T — *Teaching Assistant's Handbook* (Hodder Arnold, 2 Revised Edition, 2008) ISBN 978-0340959381

Morgan J — *How to Be a Successful Teaching Assistant* (Continuum International Publishing Group Ltd, 2007) ISBN 978-0826493286

Richards G and Armstrong F — *Key Issues for Teaching Assistants: Working in Diverse and Inclusive Classrooms, 1st Edition* (Routledge, 2007) ISBN 978-0415434256

Websites

Assessment-related context varies according to the website. An indicative range of general websites is given below.

qualifications.pearson.com	Pearson qualifications
www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
www.napta.org.uk	The National Association of Professional Teaching Assistants
www.ofsted.gov.uk	OfSTED
www.open.ac.uk	The Open University
www.tda.gov.uk	The Training and Development Agency for Schools
www.teachernet.gov.uk/wholeschool/supportstaffguidance for support staff	Teachernet

Unit 5: Maintain and Support Relationships with Children and Young People

Unit reference number: D/601/7403

Level: 2

Credit value: 3

Guided learning hours: 15

Unit aim

This unit covers the competence required to maintain and support relationships with children and young people. It requires demonstration of competence in communicating with children and young people, developing and maintaining relationships with children and young people, and supporting relationships between children and young people and others in the work setting.

Unit introduction

Successful relationships are fundamental for effective support work in schools. Being listened to and responded to by trusting adults encourages active engagement. This supports the development of curiosity, creativity and resilience, which are key characteristics of effective learning. Adults who demonstrate mutual respect, collaboration and negotiation are positive role models who have a significant impact on the behaviour of children and young people. Integral to building and maintaining positive relationships are effective communication skills. In this unit learners will develop and maintain relationships with children and young people through effective communication.

Learners will demonstrate their ability to communicate with children and young people using appropriate conventional language and body language, and by active listening.

They will develop and maintain relationships with children and young people by responding supportively and realistically and encouraging their choices.

Learners will support children and young people to respect others and communicate in ways that enable them to work with others and deal with conflict for themselves.

This unit applies to all support staff roles in schools and is particularly suitable for learners preparing to work in schools and those new to working in schools, including parent-helpers and other volunteers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to communicate with children and young people	1.1 Communicate with children and young people in a way that is appropriate to the individual, using both conventional language and body language 1.2 Actively listen to children and young people and value what they say, experience and feel 1.3 Check that children and young people understand what is communicated
2 Be able to develop and maintain relationships with children and young people	2.1 Demonstrate how to establish rapport and respectful, trusting relationships with children and young people 2.2 Give attention to individual children and young people in a way that is fair to them and the group as a whole 2.3 Demonstrate supportive and realistic responses to children and young people's questions, ideas, suggestions and concerns 2.4 Provide children and young people with reasons for actions when appropriate 2.5 Encourage children and young people to make choices for themselves
3 Be able to support relationships between children, young people and others in the setting	3.1 Support children and young people to communicate effectively with others 3.2 Encourage children and young people to understand other people's individuality, diversity and differences 3.3 Help children and young people to understand and respect other people's feelings and points of view 3.4 Support children and young people to develop group agreements about the way they interact with others 3.5 Demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves

Unit content

1 **Be able to communicate with children and young people**

Communicate in an appropriate way: ways eg use language appropriate to age/stage of development of child/young person, message appropriate to stage/age of child/young person, clarifying meaning, body language, communication through play, sign language

Actively listen: ways eg awareness of individual needs, use appropriate body language eg eye contact, orientation, give child/young person full attention, show genuine interest, demonstrate empathy, take concerns seriously

Check understanding: ways eg awareness of non-verbal clues eg body language, gestures, signs, use questions to clarify and check understanding, summarise and confirm key points

2 **Be able to develop and maintain relationships with children and young people**

Establish rapport in relationships: ways eg recognise the uniqueness of each child, young person as an individual, value diversity, honesty, respect, dependability, integrity, confidentiality, empathy, genuine interest, communicate effectively

Give attention: ways eg awareness of individual needs, balance the needs of individuals with those of the group, children and young people have different needs, encourage decision making to develop confidence

Demonstrate supportive and realistic responses: ways eg responses appropriate to age/stage of development of child/young person, value all contributions, answer questions honestly, consistent responses, sensitive responses to concerns

Reasons for actions: ways eg provide explanations appropriate to age/stage of development of child/young person, use language appropriate to age/stage of development of child/young person, eg safety, child protection

Making choices: ways eg offer realistic choices, give children/young people sense of control, encourage participation in decision making, discuss targets for work or behaviour, encourage involvement in school councils

3 Be able to support relationships between children and young people and others in the setting

Support children to communicate effectively with others: ways eg role model effective communication, encourage children/young people to listen to others, encourage children/young people to speak confidently

Other people's individuality, diversity and differences: ways eg value and respect all cultures, ages and personalities, role model empathic behaviour, challenge discrimination, speak to children/young people about how their behaviour affects others

Respect other people's feelings and points of view: ways eg role model respectful behaviour with children/young people and adults, speak to children/young people about how their behaviour affects others, activities with young children such as circle time, personality dolls, discussion and debate with older children and young people

Group agreements: ways eg encourage discussion, give opportunity for all to express opinions, involve learners in devising school or classroom rules, discuss need for agreed rules, vote to decide rules, agree rules, display in classroom

Dealing with conflict: ways eg support children and young people to deal with disagreements, intervention, follow school policy and procedures for behaviour and reporting, encourage individuals to articulate their point of view, find common ground, negotiate a compromise, win-win solutions, restorative justice

Essential guidance for tutors

Delivery

This unit covers the competence required to develop professional relationships with children and young people. It is recommended that learners have completed Unit 2: *Communication and Professional Relationships with Children, Young People and Adults*, which includes the required underpinning knowledge, before completing the assessment for this unit.

Learners will need the opportunity to develop their confidence in developing relationships with children and young people. Activities such as analysing DVD/videos, visits to schools to observe practice followed by discussions and debates will contribute to an understanding of the skills required for effective practice. Role play with peer observations and peer assessment support learning and provide opportunities for learners to practise the skills and strategies required in different situations with children, young people and adults. Learners should be encouraged to share their experience of working in schools as employees, as a parent-helper or through work experience.

Learners could design a format for bringing together the evidence required for the assessment of this unit.

Assessment

All the assessment criteria for this unit must be assessed in the workplace.

Suggested assessment activities

Below, are examples of assessment activities that may be used to satisfy the assessment criteria for this unit. However, centres are free to develop their own assessment activities and/or adapt those outlined below to meet local needs and resources.

Learners must be assessed directly on their workplace performance for all the assessment criteria. Evidence will need to be provided of the learner:

- communicating with children and young people in a way that is appropriate to the individual, using both conventional language and body language
- actively listening to children and young people and valuing what they say, experience and feel
- checking that children and young people understand what is communicated
- establishing rapport and respectful, trusting relationships with children and young people
- giving attention to individual children and young people in a way that is fair to them and the group as a whole
- responding supportively and realistically to children and young people's questions, ideas, suggestions and concerns
- providing children and young people with reasons for actions when appropriate
- encouraging children and young people to make choices for themselves

- supporting children and young people to communicate effectively with others
- encouraging children and young people to understand other people's individuality, diversity and differences
- helping children and young people to understand and respect other people's feelings and points of view
- supporting children and young people to develop group agreements about the way they interact with others
- encouraging and supporting children and young people to deal with conflict for themselves.

Evidence could be supported by a diary or logbook which may include professional discussions, evidence of activities etc.

Essential resources

Learners will need access to a work placement or be employed in work with children and young people to provide the evidence required for assessment of this unit

Indicative resource materials

Textbooks

Bentham S - *A Teaching Assistant's Guide to Child Development and Psychology in the Classroom* (Routledge, 2003) ISBN 978-0415311083

Burnham L - *S/NVQ Level 2 Teaching Assistant's Handbook: Supporting Teaching and Learning in Schools* (Heinemann, 2008) ISBN 978-0435449308

Burnham L - *Supporting Teaching & Learning in Schools* (Heinemann, 2010) ISBN 978-0-435032-03-6

Dunhill A, Elliott B, & Shaw - *An Effective Communication and Engagement with Children and Young People, their Families and Carers* (Creating Integrated Services) (Learning Matters, 2009) ISBN 978-1844452651

Foley P & Leverett S - *Connecting with Children: Developing Working Relationships* (The Policy Press, 2008) ISBN 978-1847420589

Kamen T - *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3* (Hodder Education, 2008) ISBN 978-0340959381

Riley P - *Attachment Theory and the Teacher-student Relationship* (Routledge, 2010) ISBN 978-0415562621

Journals

Early Childhood Education

Early Years Educator

Junior Education

Times Education Supplement TES

Websites

www.dcsf.gov.uk/everychildmatters	Department for Children, Schools and Families
www.direct.gov.uk/en/Governmentcitizensandrights/Yourrightsandresponsibilities	Directgov
www.education.gov.uk	Department of Education
www.tda.gov.uk	The Training and Development Agency for Schools
www.teachernet.gov.uk/management/ims/datamanagement/data_protection	Teachernet
www.teachers.tv	Teachers TV

Unit 6: Safeguarding the Welfare of Children and Young People

Unit reference number: K/601/3323

Level: 2

Credit value: 3

Guided learning hours: 20

Unit aim

This unit provides the knowledge and understanding required for safeguarding the welfare of children and young people.

Unit introduction

It is the responsibility of all those working with children and young people to know how to keep them safe, recognise when they are in danger or at risk of harm and take action to protect them. This requires knowledge of the actions to take if a child or young person is unwell and how to respond in emergency situations. Fundamental to safeguarding is a knowledge of how to recognise different forms of abuse and the procedures for reporting suspected abuse. This unit provides the essential knowledge required for working in schools.

They will study the actions to take if a child is ill or injured and how to respond in emergency situations.

Learners will examine the legislation, policies and procedures for safeguarding children and young people and the key roles and responsibilities of the agencies involved.

In this unit learners study the signs of child abuse and examine the actions to be taken in response to evidence or concerns of abuse.

This unit applies to all support staff roles in schools and is particularly suitable for learners preparing to work in schools and those new to working in schools, including parent-helpers and other volunteers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety	1.1 Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people, including e-safety 1.2 Describe the roles of different agencies involved in safeguarding the welfare of children and young people
2 Know what to do when children or young people are ill or injured, including emergency procedures	2.1 Identify the signs and symptoms of common childhood illnesses 2.2 Describe the actions to take when children or young people are ill or injured 2.3 Identify circumstances when children and young people might require urgent medical attention 2.4 Describe the actions to take in response to emergency situations including fires, security incidents, missing children or young people
3 Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied	3.1 Identify the characteristics of different types of child abuse 3.2 Describe the risks and possible consequences for children and young people of using the internet, mobile phones and other technologies 3.3 Describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self-harm) or bullied, or may be at risk of harm, abuse or bullying 3.4 Describe the actions to take in response to concerns that a colleague may be: failing to comply with safeguarding procedures, harming, abusing or bullying a child or young person 3.5 Describe the principles and boundaries of confidentiality and when to share information

Unit content

1 **Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety**

Legislation, guidelines, policies and procedures for safeguarding: range eg for home nation, current legislation (Children Act 1989, The Education Act 2002, Children Act 2004), guidelines (Working Together to Safeguard Children (2010), What to do if concerned a child is being abused (2006), Safeguarding Children and Safer Recruitment in Education (2007), Safeguarding Disabled Children (2009)), school policies and procedures (safeguarding and protecting, reporting and recording, e-safety, bullying and cyber bullying)

Roles of agencies involved in safeguarding: range eg Children's Social Care, police, health professionals, Local Safeguarding Children Board (LSCB), National Society for the Protection of Children (NSPCC), charities

2 **Know what to do when children or young people are ill or injured, including emergency procedures**

Signs and symptoms of common childhood illnesses: range eg general signs of illness, specific signs and symptoms of common illnesses eg chicken pox, gastro-enteritis, meningitis, mumps, measles, influenza, tonsillitis, impetigo

Ill or injured children or young people: actions eg follow procedures of school, summon first aider, record and report, comfort child

Situations requiring urgent medical attention: actions eg school procedure for summoning immediate help, signs requiring medical attention eg loss of consciousness, severe bleeding, breathing difficulties, head injuries, choking, suspected fractures, accidents, circumstances requiring urgent attention eg asthma attack not responding to inhaler, diabetic hypoglycaemia, epileptic seizure, anaphylactic reaction, sickle cell crisis

Responses to fire: actions eg raise alarm, procedures for evacuation, evacuation route, assembly point, stay calm, take register

Responses to security incidents: procedures eg security lock, identity badges, visitor passes, registration, collection of younger children

Responses to missing children and young people: actions eg immediate, inform teacher, check register, check school and grounds, inform parents, inform police

3 Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied

Child abuse: types eg categories of abuse (physical, sexual, emotional, neglect), physical signs of abuse, behavioural signs of abuse

Risk to children and young people of using technologies: types eg sexual abuse, emotional abuse, accessing inappropriate sites, giving out personal information, put themselves at risk of being targeted/groomed, cyber bullying, sharing personal information when using social networking sites, buying online, using a mobile phone

Evidence or concerns about abuse: action eg follow procedures of school for reporting and recording suspected abuse, report concerns to designated person, procedure for disclosure (take child seriously, do not promise to keep secret), confidentiality

Response to concerns about colleagues: actions eg follow whistle blowing procedures, report to designated person or head teacher or education authority

Confidentiality: principles eg essential personal information about child needed to carry out own role to be kept confidential, information about a child at risk of harm can be passed on to specific people who 'need to know' without permission, procedure in school for sharing information about concerns, enables early identification and action to be taken

Essential guidance for tutors

Delivery

This unit enables learners to develop the knowledge needed to safeguard children and young people. This includes the actions to take in response to illness and emergencies and how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied. Knowledge of the legislation, guidance, policies and procedures for safeguarding is integral to this unit.

At this level learners need to be aware of the role and responsibilities of support workers in schools for safeguarding the welfare of children and young people. This includes the importance of knowing and following school policies and procedures, lines of accountability and the parameters of their role.

Safeguarding children and young people is an extremely sensitive area and it is strongly recommended that this is delivered by a person suitably experienced in this area of work. Learners need to be aware of the issues, but sensitive delivery is essential.

Learners need an overview of the legislation for safeguarding children and young people. This may be put into a historical context to help learners understand the concept of safeguarding and how legislation has developed in response to high profile child abuse cases. Learners should be introduced to the current guidance on safeguarding relevant to their home nation. This information can be accessed from the relevant government department websites. Learners should also be given the opportunity to look at a range of school policies and procedures for safeguarding the welfare of children and young people, including safeguarding and protecting, reporting and recording, e-safety, bullying and cyber bullying, and consider how these may impact on support roles in schools.

Learners need to know the signs of common childhood illnesses and the procedures to follow if a child is unwell. Learners could research how to respond to situations requiring urgent medical attention and present their findings to the group. The importance of responding appropriately to these conditions should be explored. Learners could work in groups to compare the procedures for emergencies in different schools.

The use of case studies, scenarios and tutor-led discussion will help learners to consider sensitive information about signs of child abuse and appreciate the responsibilities of those caring for children in regard to responding to evidence or concerns that a child or young person has been abused, harmed or bullied. Tutors need to be aware of the responses of individual learners as previous experiences may be revived.

Whole-group discussion of scenarios where abuse is suspected, and posing the question, 'what would I do?', will help learners to explore issues such as why adults may feel reluctant to report suspected abuse and what to do if they had concerns about a colleague who may be putting children at risk of harm. The tutor will need to discuss concerns about these issues and reinforce the responsibility of those caring for children and young people to ensure their welfare is paramount.

It is essential that learners understand the principles of confidentiality in the context of safeguarding the welfare of children.

Learners should be encouraged to share their experience of working in schools as employees, as a parent-helper or through work experience.

An accredited first aid course would be helpful for learners to develop skills and competence in first aid.

Assessment

This is a knowledge-based unit and evidence from workplace performance is not required.

Suggested assessment activities

Assessment will be through tasks, projects and other activities learners complete individually to meet the assessment criteria. Learners should draw on any relevant practical experience of working in schools but they will not be assessed directly on workplace performance.

Below, for guidance only, are examples of assessment activities that may be used to satisfy the assessment criteria for this unit. However, centres are free to develop their own assessment activities and/or adapt those outlined below to meet local needs and resources.

For learning outcome 1, learners could produce a document for future reference which gives detail about the relevant legislation and guidance and where the documents can be accessed. The roles of the agencies involved in safeguarding could also be included.

For learning outcomes 2 and 3, learners could use workplace and/or web-based research to develop a guidance file of concise, accurate information for the induction of a new school support worker to include:

- signs and symptoms of common childhood illnesses
- actions to take when children or young people are ill or injured
- circumstances when children and young people might require urgent medical attention
- actions to take in response to fires, security incidents, missing children or young people
- the characteristics of different types of child abuse
- risks and possible consequences for children and young people of using the internet, mobile phones and other technologies
- actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self-harm) or bullied, or may be at risk of harm, abuse or bullying
- actions to take in response to concerns about a colleague failing to comply with safeguarding procedures, harming, abusing or bullying a child or young person
- the principles and boundaries of confidentiality.

Essential resources

Learners will need access to relevant legislation and guidance documents for their home nation and examples of schools' policies and procedures for safeguarding and the welfare of children and young people.

Textbooks

Burnham L - *S/NVQ Level 2 Teaching Assistant's Handbook: Supporting Teaching and Learning in Schools* (Heinemann, 2008) ISBN 978-0435449308

Kamen T - *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3* (Hodder Education, 2008) ISBN 978-0340959381

Lindon J- *Safeguarding Children and Young People: Child Protection 0-18 years* (Hodder Arnold, 2008) ISBN 978-0340947401

Journal

Times Education Supplement TES

Websites

www.classroom-assistant.net	Classroom Assistant
www.education.gov.uk	Department for Education
www.kidscape.org.uk	Kidscape
www.netdoctor.co.uk/diseases/facts/childrensdiseases.htm	Net Doctor
www.nextgenerationlearning.org.uk/safeguarding	Next Generation Learning
www.nfer.ac.uk	National Foundation for Educational Research
www.nspcc.org.uk	NSPCC
www.teachernet.gov.uk/wholeschool/healthandsafety	Teachernet

Unit 7: Support Children and Young People's Health and Safety

Unit reference number: T/601/7410

Level: 2

Credit value: 3

Guided learning hours: 15

Unit aim

This unit provides the knowledge and skills required to support the health and safety of children and young people. It requires demonstration of competence in recognising and dealing with risks in the work setting, supporting children and young people to assess and manage risk for themselves and responding to emergency situations.

Unit introduction

Health and safety are the responsibilities of everyone in the school community. However, to meet their responsibilities, it is essential for support workers to know the legislation, policies and procedures of the school. Fundamental to keeping children and young people safe is the ability to recognise hazards and minimise risks. Knowing how to support children and young people to develop the skills to assess and manage risk for themselves is an important part of this unit. Supporting the health and safety of children and young people requires being able to take action if a child or young person is unwell and respond in emergency situations. This unit helps learners to develop knowledge and skills in these key areas, as required for working in schools.

Learners will explore relevant health and safety legislation, policies and procedures and how health and safety is monitored and maintained in the school.

They demonstrate how to recognise and manage risk and support children and young people to take responsibility for their own health and safety.

Learners will also consider the importance of taking a balanced approach to risk management and demonstrate ways to support children and young people to assess and manage risk for themselves.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the legislative and policy framework for health and safety	1.1 Describe how current health and safety legislation, policies and procedures are implemented in the setting 1.2 Describe how health and safety are monitored and maintained in the setting 1.3 Describe how people in the setting are made aware of risks and hazards and encouraged to work safely 1.4 Identify the lines of responsibility and reporting for health and safety in the setting
2 Be able to recognise and manage risks to children and young people's health, safety and security	2.1 Demonstrate how to identify potential hazards to the health, safety and security of children and young people 2.2 Demonstrate how to deal with hazards to minimise risks to the health, safety and security of children and young people 2.3 Demonstrate ways of supporting children and young people to take responsibility for their own health, safety and security
3 Be able to support children and young people to assess and manage risk	3.1 Outline the importance of taking a balanced approach to risk management 3.2 Demonstrate ways of supporting children and young people to assess and manage risk for themselves

Learning outcomes	Assessment criteria
4 Be able to respond to emergency situations	4.1 Recognise and respond to emergency situations 4.2 Follow the setting's procedures for dealing with emergency situations 4.3 Give reassurance and comfort to those involved in the emergency 4.4 Give other people providing assistance clear information about what has happened 4.5 Follow the procedures of the setting for reporting and recording accidents and emergencies

Unit content

1 Know the legislative and policy framework for health and safety

Current health and safety legislation, policies and procedures: range eg current and relevant legislation for home country eg Health and Safety at Work Act 1974, Health and Safety (young persons) Regulations 1997, Fire Precautions (workplace) Regulations 1997, Care Standards Act 2000, Control of Substances Hazardous to Health Regulations 1994 (COSHH), Reporting of Injuries, Diseases and Dangerous Occurrences Regulation 1995 (RIDDOR), Health and Safety (First Aid) Regulations 1981, Food Handling Regulations 1995, Personal Protective Equipment at Work Regulations 1992, Children Act 1989, Children Act 2004; policies required eg health and safety, risk assessment, child protection, review policies and procedures

Monitoring and maintaining health and safety ways eg risk assessments, routine health and safety assessment/checklist for indoors, outdoors, visits/outings, staff training, health and safety policies and procedures in place to ensure good practice, recording accidents and incidents, review policies and procedures

Making everyone in the setting aware of risks and hazards: ways eg tell all in the setting, volunteers, visitors; opportunities eg induction, staff training, deliver safety education to children and young people eg EYFS, personal, social and health education (PSHE) curriculum

Responsibility and reporting: lines eg head teacher has ultimate responsibility in school; health and safety procedures of individual school/setting eg health and safety officer, site manger; health and safety responsibility of everyone eg being vigilant, reporting hazards

2 Be able to recognise and manage risks to children and young people's health, safety and security

Potential hazards to health, safety and security: hazard recognition and risk assessment eg indoors, outdoors, outings, personal safety, health and safety risk assessments, recording risk assessments record keeping, sharing of information

Dealing with hazards: actions eg act immediately to make sure that others are not put in danger, remove hazards if appropriate, direct others away from the area, send for another adult if required, report and record

Health, safety and security: ways eg role model behaviour, talk through hazard recognition with children and young people according to age/stage of development to raise awareness of health and safety issues, praise/encourage children and young people's efforts and achievements

3 Be able to support children and young people to assess and manage risk

Take a balanced approach to risk management: risk and challenge important to a child and young persons development eg independence, confidence; learning how to assess and manage risk is an essential life skill; importance of following policies and procedures for health and safety

Supporting children and young people to assess and manage risk for themselves: relevant to child and young person's age, needs and abilities; children and young people learn about both excessive risk taking and risk aversion from adults; provide challenge; work with children and young people to identify hazards and manage risk; role model assessing and managing risk

4 Be able to respond to emergency situations

Recognise and respond to emergency situations: emergency situations eg accidents, illness, fires, security incidents, missing children or young people; take action if first on the scene in the case of an accident or emergency; send for appropriate help eg first aider, ambulance, raise fire alarm; follow the correct procedures until help arrives

Procedures of setting: procedures for dealing with eg accidents, illness, fires, security incidents, missing children or young people

Give reassurance and comfort: actions eg stay calm, reassure those directly affected; support others present who may be shocked or distressed, ask another adult to remove any children who may be present and to supervise and stay with them while you remain with those directly affected

Give clear information: report eg time of the incident, exactly what happened and whether you saw this yourself, who was present, any medication a casualty may be on if you know this, exactly what assistance you have given to a casualty

Recording and reporting: follow procedures of setting eg lines of responsibility, accountability, accuracy, confidentiality, written reporting, verbal reporting

Essential guidance for tutors

Delivery

This unit should be delivered using a combination of tutor input and active learning experiences, including simulations and practical activities. Discussions and debates contribute to understanding the skills required for effective practice.

Learners should be encouraged to share their experience of working in schools as employees, as a parent-helper or through work experience.

It is suggested that this unit is delivered at an early stage in the programme, so that learners gain awareness of the health and safety considerations required to work safely in school.

It may be useful to have external speakers to talk about health, safety and security considerations. Internet research could be a useful tool for finding out about relevant legislation. Learners could compare the health and safety policies and procedures of different schools.

Learners could practise hazard recognition in the classroom using given scenarios for children and young people of different ages, to include indoor and outdoor situations, to develop skills in hazard awareness and how to deal with hazards to minimise risks. Discussion about how children and young people could be supported to take responsibility for their own health, safety and security, relevant to their age and stage of development, could follow.

Learners could prepare a debate, 'Children and young people need to be allowed to take risks', to provide opportunities to consider the importance of taking a balanced approach to risk management.

Guest speakers could be invited to speak about procedures for managing accidents, illnesses and emergencies in schools. Learners could prepare questions to ask about reporting and recording.

There will need to be detailed examination of procedures for dealing with accidents, incidents, emergencies and illness. The different types of accidents, incidents, emergencies and illness that could occur in schools for children and young people of different ages will need to be explored fully, together with the correct procedures to follow. Case studies may be useful to cover a wide range of potential situations that could occur in the school environment and on trips.

Role play and simulations will give learners the opportunity to apply the correct procedures and gain confidence and competence in their responses to emergency situations.

Learners could practise recording and reporting role-play situations/simulations by using copies of documentation required in schools, for example accident books.

An accredited first aid course would be helpful for learners to develop skills and competence in first aid.

Assessment

The following criteria must be assessed in the workplace: 2.1, 2.2, 2.3 and 3.2.

Simulation may be used for assessment criteria 4.1, 4.2, 4.3, 4.4 and 4.5.

Suggested assessment activities

Learning outcome 1 and assessment criterion 3.1 could be one assessment task. Learners could produce a document about health and safety policies and procedures in their school to use as reference when working in the school.

The document needs to include:

- clear, concise information about how health and safety legislation, policies and procedures are implemented in the school
- a description of how health and safety are monitored and maintained in the school
- how people in the school are made aware of risks and hazards and encouraged to work safely
- the lines of responsibility and reporting for health and safety in the school
- reasons why it is important to take a balanced approach to risk management.

For learning outcome 2 and assessment criterion 3.2, learners could produce an evidence file demonstrating their competence in recognising and managing risks to children and young people's health, safety and security. This may include investigations, reflective summaries, professional discussions and witness statements.

The file will need to include evidence of:

- identifying potential hazards including physical, security, fire, food safety, personal safety
- dealing with hazards to minimise risks
- supporting children and young people to take responsibility for their own health, safety and security
- supporting children and young people to assess and manage risk for themselves.

Learning outcome 4.1 requires learners to demonstrate they are able to respond to emergency situations. Evidence for these criteria may be provided from simulations or evidence from the workplace, supported with witness statements.

Learners will need to provide evidence of:

- recognising and responding to emergency situations including accidents, illness, fires, security incidents, missing children or young people
- following the school's procedures for dealing with emergency situations
- giving reassurance and comfort to those involved in the emergency
- providing clear information about what has happened to others providing assistance
- following the procedures of the school for reporting and recording accidents and emergencies.

Essential resources

Learners will need access to a work placement or be employed in work with children and young people and the opportunity to participate in simulated emergency situations to provide the evidence required for this unit

Learners will need access to legislation and guidance documents for the relevant home nation and examples of school policies and procedures for health and safety.

Indicative resource materials

Textbooks

Burnham L – *Supporting Teaching & Learning in Schools* (Heinemann, 2010)
ISBN 978-0-435032-03-6

Kamen T - *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3* (Hodder Education, 2008) ISBN 978-0340959381

Lindon J - *Too Safe for Their Own Good?* (National Children's Bureau, 2003)
ISBN 978-1900990974

Journal

Times Education Supplement (TES)

Websites

www.education.gov.uk	Department for Education
www.hse.gov.uk	Health and Safety Executive
www.hseni.gov.uk	Health and Safety Executive (Northern Ireland)
www.redcross.org	The Red Cross
www.sja.org.uk	St John Ambulance
www.teachernet.gov.uk/wholeschool/healthandsafety	Teachernet

Unit 8: Support Children and Young People's Positive Behaviour

Unit reference number: T/601/7407

Level: 2

Credit value: 2

Guided learning hours: 15

Unit aim

This unit provides the knowledge, understanding and skills required to support children and young people's positive behaviour. It requires demonstration of competence in supporting positive behaviour and responding to inappropriate behaviour.

Unit introduction

All adults working with children and young people have an important role in promoting the positive behaviour of children and young people. Children and young people need an environment where they feel safe, valued and respected. This encourages the development of high quality relationships with adults, which has a positive impact on behaviour. In a school where positive aspects of behaviour are actively promoted, and adults apply clear, consistent boundaries supported by clear policies and procedures, children and young people feel safe and able to learn. Knowing how to respond to inappropriate behaviour is also essential for adults working with children and young people. This unit gives learners the opportunity to develop essential knowledge and skills in these areas.

Learners will consider the policies and procedures of the setting for promoting the positive behaviour of children and young people. Reasons for the consistent application of boundaries and rules by all staff are examined.

Learners will find out about the benefits of rewarding and encouraging positive behaviour and the skills and techniques needed to do this. Learners apply their learning by demonstrating supportive, consistent responses to the behaviour of children and young people and by providing an effective role model.

In this unit learners apply strategies to manage inappropriate behaviour and find out about behaviour problems that need referral.

This unit applies to all support staff roles in schools and is particularly suitable for learners preparing to work in schools and those new to working in schools, including parent-helpers and other volunteers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the policies and procedures of the setting for promoting children and young people's positive behaviour	1.1 Describe the policies and procedures of the setting relevant to promoting children and young people's positive behaviour 1.2 Describe, with examples, the importance of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting
2 Be able to support positive behaviour	2.1 Describe the benefits of encouraging and rewarding positive behaviour 2.2 Apply skills and techniques for supporting and encouraging children and young people's positive behaviour 2.3 Demonstrate realistic, consistent and supportive responses to children and young people's behaviour 2.4 Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting
3 Be able to respond to inappropriate behaviour	3.1 Select and apply agreed strategies for dealing with inappropriate behaviour 3.2 Describe the sorts of behaviour problems that should be referred to others and to whom these should be referred

Unit content

1 Know the policies and procedures of the setting for promoting children and young people's positive behaviour

Policies and procedures of the setting: behaviour eg code of conduct, rewards and sanctions, dealing with conflict and inappropriate behaviour eg anti-bullying, attendance, reference to other policies and procedures eg health and safety, child protection

Apply boundaries and rules: reasons eg boundaries, expectations, consistency in approach to avoid confusion, gives all adults in school the same status, encourages good behaviour management in school, supports a positive learning environment

2 Be able to support positive behaviour

Encouraging and rewarding positive behaviour: benefits eg children and young people more likely to repeat behaviour which is recognised/praised/rewarded; behaviourist theory of BF Skinner

Supporting and encouraging positive behaviour: techniques eg build trusting relationships with children and young people, be consistent, recognise children's positive behaviour/effort, give clear directions, use positive recognition, ensure children and young people know why they are being rewarded

Supportive responses to behaviour: techniques eg have realistic expectations according to age/stage of development, sanctions realistic to age/stage of development, responses appropriate to individual needs of child eg Attention Deficit Hyperactivity Disorder (ADHD), Asperger's syndrome

Role model: reasons eg children and young people copy adults, unrealistic to expect children to behave positively if adults behave inappropriately

3 Be able to respond to inappropriate behaviour

Dealing with inappropriate behaviour: strategies eg use agreed behaviour management strategies, agreed sanctions, intervene early, repeat directions calmly, send for additional help if needed, give eye contact to the pupil who is misbehaving, use proximity, relate negative comments to the behaviour, remove items that are being used inappropriately, use time out if agreed strategy

Behaviour problems for referral: types eg pupils a danger to themselves and/or others, dealing with a difficult situation alone, dealing with an unpredictable situation/pupil, referral to SENCO, other teachers or members of support staff, head teacher or deputy

Essential guidance for tutors

Delivery

This unit enables learners to develop essential knowledge and understanding to promote children and young people's positive behaviour. This includes learning the actions to take in response to inappropriate behaviour. Knowledge of the policies and procedures for promoting positive behaviour, and the need for all staff working in the school to apply fair and consistent rules for behaviour are integral to this unit.

The unit should be delivered using a combination of tutor input and active learning experiences. DVDs and case studies give learners opportunities to link theory to practice. Visits to schools to observe practice will provide an opportunity to consolidate knowledge. Discussions, peer observations and peer assessment support learning and contribute to understanding the skills required for effective practice.

Learners should be given the opportunity to look at a range of school policies and procedures relevant to promoting children and young people's positive behaviour and consider how these may impact on working practices. The effects of inconsistent application of rules and boundaries could be explored through case studies.

At this level learners need a brief introduction to the behaviourist theory underpinning the practice of encouraging and rewarding positive behaviour. The importance of establishing effective relationships with children and young people to support and encourage positive behaviour, and the importance of adults as role models for behaviour, should be emphasised. Learners could share their experiences of working in schools employees, as a parent-helper or through work experience to compare different strategies schools use to reward positive behaviour.

Strategies for dealing with inappropriate behaviour could be explored through role play to ensure learners have an opportunity to explore different strategies appropriate for a wide range of behaviours.

Assessment

The following criteria must be assessed in the workplace: 2.2, 2.3, 2.4, 3.1.

Suggested assessment activities

Below, are examples of assessment activities that may be used to satisfy the assessment criteria for this unit. However, centres are free to develop their own assessment activities and/or adapt those outlined below to meet local needs and resources.

Learning outcome 1 and assessment criteria 2.1 and 3.2 could be assessed through the production of a leaflet designed for parent-helpers, giving information about positive behaviour in the school.

The leaflet will need to include:

- brief details of all policies and procedures of the school which support positive behaviour
- reasons why all staff must apply boundaries and rules consistently and fairly, with examples
- clear details about the benefits of encouraging and rewarding positive behaviour
- brief details about behaviour problems that need referral and who these should be referred.

Learners will be assessed directly on their workplace performance for assessment criteria 2.2, 2.3, 2.4 and 3.1. Evidence could be a diary or logbook which may include professional discussions, witness observations, activities. This will need to include evidence of learners in the workplace

- applying skills and techniques for supporting positive behaviour
- giving supportive, consistent responses to children and young people's positive behaviour
- acting as an effective role model of expected standards of behaviour
- applying agreed strategies for dealing with inappropriate behaviour.

This will enable learners to provide evidence of the skills they have developed to support the positive behaviour of children and young people.

Essential resources

Learners will need access to a work placement or be employed in work with children and young people to provide the evidence required for of this unit

Learners will need examples of school policies and procedures relevant to promoting children and young people's positive behaviour.

Indicative resource materials

Textbooks

Bentham S - *A Teaching Assistant's Guide to Child Development and Psychology in the Classroom* (Routledge, 2003) ISBN 978-0415311083

Burnham L - *Supporting Teaching & Learning in Schools* (Heinemann, 2010) ISBN 978-0-435032-03-6

Blake S, Bird, J & Gerlach S - *Promoting Emotional and Social Development in Schools: A Practical Guide* (Sage Publications, 2007) ISBN 978-1412907316

Hendry R - *Building and Restoring Respectful Relationships in Schools: A Guide to Restorative Practice* (Routledge, 2009) ISBN 978-0415544276

Kamen T - *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3* (Hodder Education, 2008) ISBN 978-0340959381

O'Moore M & Minton S J - *Dealing with Bullying in Schools: A Training Manual for Teachers, Parents and Other Professionals* (Sage, 2004) ISBN 978-1412902816

Roffey S - *Changing Behaviour in Schools: Promoting Positive Relationships and Wellbeing* (Sage, 2010) ISBN 978-1849200783

Journal

Times Education Supplement (TES)

Websites

www.dcsf.gov.uk/everychildmatters

Department for Children,
Schools and Families

www.kidscape.org.uk

Kidscape

www.tda.gov.uk/upload/resources/ppt/support_staff_

The Training and Development
Agency for Schools

www.teachernet.gov.uk/wholeschool

Teachernet

www.teachingexpertise.com

Teaching Expertise

Unit 9: Support Learning Activities

Unit reference number: A/601/7411

Level: 2

Credit value: 4

Guided learning hours: 25

Unit aim

This unit provides the knowledge, understanding and skills to support learning activities. It requires competence in supporting the planning, delivery, assessment and review cycle.

Unit introduction

This unit is suitable for those who support learners when they are carrying out learning activities planned by the teacher. It enables learners to understand how to deliver effective support to both the teacher and learners to ensure effective teaching and learning can take place. It involves learners in deciding what resources and activities they need to provide to support planned learning activities. The unit will help to engage learners in providing the agreed support and feedback to the teacher about the progress made by learners. Learning activities may be for individual pupils, groups of pupils, or the whole teaching group.

Learning activities could take place within the classroom environment or involve working with learners outside the classroom in a setting where teaching and learning take place. This might be breakfast clubs, educational visits, extended hours classes, field studies and study support. Teaching and learning activities will take place under the direction and supervision of a qualified teacher in accordance with arrangements made by the head teacher of the school.

This unit ensures that learners are fully prepared to support the preparation, provision, assessment and evaluation of learning activities within a safe and secure environment.

Learners will use their skills and knowledge to contribute to the learning process for learners and develop their understanding of how to supplement this with additional information from a variety of sources.

They will also develop their ability to re model resources to meet the needs of pupils with the support and guidance of teachers.

Learners will work with and motivate pupils who find the learning process challenging for a variety of reasons, literacy, numeracy or ICT for example, and develop an awareness of potential barriers to learning.

This unit develops learners' understanding of the ways in which their knowledge and understanding can impact on the teaching and learning process and helps them to identify how they can improve their current capabilities.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to support the teacher in planning learning activities	1.1 Describe how a learning support practitioner may contribute to the planning, delivery and review of learning activities 1.2 Identify own strengths and weaknesses in relation to supporting learning activities and how these may impact on the support that can be provided 1.3 Use own knowledge of the learners and the curriculum to contribute to the teacher's planning 1.4 Identify and obtain the information required to support learning activities 1.5 Identify and agree with the teacher the opportunities for using information and communication technology to support learning
2 Be able to prepare for learning activities	2.1 Select and prepare the resources required for planned learning activities 2.2 Adapt resources as directed by the teacher to meet the needs of learners 2.3 Ensure the learning environment meets relevant health, safety, security and access requirements
3 Be able to support learning activities	3.1 Use a range of learning support strategies to meet the needs of learners 3.2 Apply skills and techniques to engage and motivate learners 3.3 Demonstrate ways of supporting learners to develop: literacy skills, numeracy skills, ICT skills 3.4 Describe the sorts of problems that might occur when supporting learning activities and how to deal with these

Learning outcomes	Assessment criteria
4 Be able to observe and report on learner participation and progress	4.1 Apply skills and techniques for monitoring learners' responses to learning activities 4.2 Assess how well learners are participating in activities and the progress they are making 4.3 Record observations and assessments of learner participation and progress in the required format
5 Be able to support the evaluation of learning activities	5.1 Describe the importance of evaluating learning activities 5.2 Provide constructive feedback on learning activities in discussion with the teacher 5.3 Identify any difficulties encountered in supporting the learning activities 5.4 Provide the teacher with feedback on learner participation and progress
6 Be able to evaluate own practice in relation to supporting literacy, numeracy and ICT	6.1 Identify ways in which own knowledge, understanding and skills in literacy, numeracy and ICT impact on practice 6.2 Identify opportunities to improve own knowledge, understanding and skills in literacy, numeracy and ICT

Unit content

1 **Be able to support the teacher in planning learning activities**

Planning, delivery and review of learning activities: contributions eg importance of planning, development of plans (short, medium, long term), aims and objectives of learning activities, agreeing the support required with the teacher

Strengths and weaknesses: impact eg advice to and from colleagues, organisational policies, expectations and requirements within own role and responsibility, limitations of own role

Contribute to the teacher's planning: ways eg knowledge of pupil learning levels, knowledge of learner capability, individual learning plans, awareness of learning outcomes, awareness of curriculum content

Support learning activities: information eg learning objectives, learning resources required, own role in supporting the learning activities, any specific information or instructions relating to the pupils and/or activities

Opportunities for using information and communication technology to support learning: range of different activities eg equipment and technological devices, such as programmable toys, telephones, videos, timers, keyboards, keypads, computers/laptops, software, digital cameras, interactive whiteboards as well as new technologies as they become available

2 **Be able to prepare for learning activities**

Resources for planned learning activities: types eg equipment (including ICT), software, books and other materials

Adapt resources: adapt those resources and materials to the age range, ability and need of pupils under the direction of the teacher

Health, safety, security and access requirements: checks eg organisation's health and safety policy as it applies to learning environments, taking account of the needs of all learners in the learning environment, including those with additional or special needs eg gifted and talented pupils, bilingual/multilingual pupils, pupils with disabilities

3 **Be able to support learning activities**

Learning support strategies: range eg constructive feedback and appropriate methods and roles in the assessment of literacy, raising self-esteem and confidence building, awareness of the factors that promote or hinder effective learning

Engage and motivate pupils: techniques eg policies on use of praise, assistance, rewards and sanctions to promote and support pupils' learning

Literacy skills, numeracy skills and ICT skills: support pupils by eg reading with confidence, fluency and understanding, use and apply numeracy to practical tasks, using praise and assistance as appropriate

Problems: types eg learning activities, learning resources, learning environment, pupils

4 **Be able to observe and report on learner participation and progress**

Monitoring learner responses: techniques eg difference between formal and informal observation, importance of adhering to established school policies and procedures, not making assumptions eg avoiding prejudice, stereotyping and ignorance, checking findings with others

Assess activities and progress: ways eg knowledge of assessment criteria, mechanisms for recording assessment, monitoring progress, supporting assessment of learners, reporting and recording information accurately, evaluation and assessment of learning

Record observations and assessments: ways eg record keeping systems and procedures, roles and responsibilities for contributing to and maintaining the record keeping systems eg evaluation of learning activities and assessment of learning, updating records under direction of the teacher, accuracy and legibility of entries specified by the teacher

5 **Be able to support the evaluation of learning activities**

Evaluating learning activities: importance of eg objectivity, reasons for making judgements, evidence base

Provide constructive feedback: ways eg evaluation of learning activities, identification of successes, difficulties and challenges

Difficulties in supporting the learning activities: factors that hinder support

Feedback on learners' participation and progress: ways eg effective communication, using appropriate interpersonal and collaborative skills, keeping colleagues informed, confidentiality and exchange of information

6 **Be able to evaluate own practice in relation to supporting literacy, numeracy and ICT**

Skills in literacy, numeracy and ICT impact on practice: ways to assess eg recognise where own knowledge has supported learning or hindered the development of appropriate learning activities

Improve own knowledge, understanding and skills in literacy, numeracy and ICT: ways eg search for and select information to meet your needs, derive new information, use different information sources, updating knowledge, understanding and skills through constructive feedback on competence and performance, appraisals, training, mentors and networks

Essential guidance for tutors

Delivery

Some of the knowledge and understanding for this unit may come from learner research or practical work experience, or from observed practice in a work placement. The unit gives learners an overview of the context in which learning takes place.

Learners should be encouraged to consult relevant organisational documents for a specific teaching and learning setting in their home country as well as key national policies. Relevant aspects of frameworks for the learner's country, for example *Every Child Matters* (applicable in England only), particularly with reference to schools, learner referral units and personalised learning, could also be consulted. Tutors should also point out other appropriate links to the learner's home country policies and particular settings, for example the Early Years Foundation Stage, The Foundation Phase and Secondary National Strategy for School Improvement.

Delivery may be a mixture of tutor input and guiding learners in selecting appropriate materials, including electronic resources. The use of DVD/video material, where possible, would complement delivery. Visiting a variety of learning environments would enhance learner experience, particularly for those learners who do not have permanent access to a setting or who have limited access to a setting. Work experience is needed to allow learners to develop their own role and they may keep a diary or log and reflect regularly on their role and personal development.

Learning outcome 1 needs to be delivered at an early stage as it will enable learners to appreciate their role and responsibilities in supporting teachers and learners within the context of the learning environment. Roles and responsibilities may differ slightly depending on the job role, type of setting or phase of education the learner has experience of or in which they are working.

Learning outcome 2 covers the knowledge and understanding of how to prepare and adapt resources to support learning and create an environment conducive to learning that complies with related policies and procedures. Learners will find it useful to draw on scenarios from their own relevant work experience or on example scenarios presented by the tutor or visiting speakers.

Learning outcome 3 requires that learners to gain an understanding of the process of using a range of strategies, resources and materials to support learning. This is a valuable part of a teaching assistant's role. It enables learners to quickly become part of the classroom team and to discuss the process with others, for example the teacher. A visit from a practitioner who works in a setting would be useful to reinforce how different settings have different systems regarding resources and materials for supporting teaching and learning. Learners will need to develop an awareness of how teaching assistants contribute to assessment, as part of teaching and learning, in ways that raise pupil achievement and build self-esteem.

The importance of keeping clear, correct records of pupil performance and achievement, along with adhering to the appropriate requirements for confidentiality and sharing of information, should also be considered. This is covered in learning outcome 4.

Learning outcome 5 covers relationships with colleagues and other adults within a setting. It covers aspects of the job role and working relationships as well as communications skills with colleagues. This could be covered by tutor input and discussion with learners. Learners should be encouraged to be aware of the level of professionalism required in managing these relationships.

For learning outcome 6, learners will look at how their own expertise impacts on their ability to support pupils' learning. It requires them to reflect on their own development needs to enable them to better meet individual pupil needs. This would be delivered mainly through a work placement where learners seek advice and support from professional colleagues and demonstrating how they have updated their own knowledge and understanding using research and improved their practice by observing 'best practice' and/or using constructive feedback.

Suggested assessment activities

Learners should supplement their evidence with descriptions or examples of practical work where possible. Evidence could come, for example, from activities learners have undertaken in their workplace.

The learning outcomes for this unit could be covered in four assessment activities.

Learning outcome 1 requires learners to take a broad view of the role and responsibilities of a teaching assistant. This could take place through discussion.

A second task could cover learning outcomes 2, 3 and 5. The task needs to include all aspects of the learning environment as covered in the unit content and as appropriate to the setting learners could compile a portfolio of evidence to illustrate how they prepared and adapted resources to support learning and create an environment conducive to that learning and how they contributed to the assessment of learning. Learners would need to outline a range of interpersonal and communication skills needed to work with and support the team of adults within a setting and how important this was for the effectiveness of the learning environment. This could be a diary or log with records of interactions and reflection on the interactions that would also include how they made judgements about the levels of learning, describing how they fed this back to the professionals in the team/teacher.

Where assessment evidence includes references to interaction with specific colleagues, learners must comply with any relevant confidentiality requirements. This extended task could describe a specific learning plan to support the needs of an individual pupil, or a small group of pupils, in a particular learning context, expanding the learning plan to include an explanation of the importance of planning, preparation and delivery and an evaluation of the role of the teaching assistant.

For learning outcome 4, learners are required to provide examples of their record keeping of pupil learning over a period of time to illustrate progression and demonstrate how they reflects school policy and practice.

For learning outcome 6, a fourth task could be linked to the extended task (to address learning outcomes 2, 3 and 5) or stand alone. Learners could use a diary to describe their thoughts on their own development needs and illustrate when they sought advice and support from professional colleagues. The diary could record when and how they have updated their own knowledge and understanding, using research, and improved their practice.

Assessment

Assessment criteria 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.3, 3.3, 4.1, 4.2, 4.3, 5.2, 5.3 and 5.4 must be assessed in the workplace.

Essential resources

As this is a work-based programme, all participants in the programme will either be directly involved in learner support or have access to situations or schools/organisations running teaching and learning activities. All learners will need an opportunity to observe others supporting learning in different teaching and learning environments.

Journals

Child Education

Early Years Educator

Junior Education

Nursery World

Textbooks

Burnham L – *S/NVQ Level 2 Teaching Assistant's Handbook, 2nd Edition* (Heinemann, 2008) ISBN 978-0435449308

Burnham L – *Supporting Teaching & Learning in Schools* (Heinemann, 2010) ISBN 978-0-435032-03-6

Interactive Tutor Resource for Teaching Assistants S/NVQ Levels 2/3 (Heinemann, 2008) ISBN 978-0435117252

Lang R – *The Art of Positive Communication* (Nasen/David Fulton, 2005) ISBN 978-1843123675

Minett P – *Child Care and Development* (Hodder Arnold, 2005) ISBN 978-0340889152

Ward S, Walker J, Snaith M and Bulman K – *BTEC First Children's Care, Learning and Development Assessment and Delivery Resource* (Heinemann, 2006) ISBN 978-0435402242

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

qualifications.pearson.com	Pearson qualifications
www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
www.tda.gov.uk	The Training and Development Agency for Schools
www.teachernet.com	Teachernet

Unit 10: Schools as Organisations

Unit reference number: T/601/3325

Level: 2

Credit value: 3

Guided learning hours: 20

Unit aim

This unit aims to prepare learners for working in a school. It covers knowledge of the education sector, how schools are organised, legislation and policies relevant to schools, and schools' contribution to wider policies for children and young people.

Unit introduction

This unit focuses on the organisation and management of schools and the wider context in which they operate. It provides the essential knowledge required for working in schools.

The unit is about the nature and characteristics of schools as organisations. It explores the internal and external influences that shape the way schools operate including legislation, aims and values, policies and procedures and partnership working with other organisations.

Learners will study the key roles and responsibilities of the different people who work in or for the school including governors, staff and other professionals who provide specialist support when needed.

This unit also allows learners to examine how schools contribute to national policies for children and young people. Learners will find out how schools work with a range of other organisations, such as children's health and social care services, to ensure the best possible outcomes for children and young people.

This unit applies to all support staff roles in schools and is particularly suitable for learners preparing to working in schools and those new to working in schools, including parent-helpers and other volunteers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the different types of schools in the education sector	1.1 Identify the main types of state and independent schools 1.2 Describe the characteristics of the different types of schools in relation to educational stage(s) and school governance
2 Know how schools are organised in terms of roles and responsibilities	2.1 Describe roles and responsibilities of school governors, senior management team, other statutory roles, eg SENCO, teachers and support staff 2.2 Describe the roles of external professionals who may work with a school, eg educational psychologist
3 Understand how schools uphold their aims and values	3.1 Define the meaning of aims and values 3.2 Describe, with examples, how schools may demonstrate and uphold their aims 3.3 Describe, with examples, how schools may demonstrate and uphold their values
4 Know about the laws and codes of practice that affect work in schools	4.1 Identify the laws and codes of practice affecting work in schools 4.2 Describe how laws and codes of practice promote pupil wellbeing and achievement
5 Know about the range and purpose of school policies and procedures	5.1 Describe why schools have policies and procedures 5.2 Identify the policies and procedures schools may have relating to staff, pupil welfare and teaching and learning
6 Know about the wider context in which schools operate	6.1 Identify the roles and responsibilities of national and local government for education policy and practice 6.2 Describe the role of schools in national policies relating to children, young people and families 6.3 Describe the roles of other organisations working with children and young people and how these may impact on the work of schools

Unit content

1 Know the different types of schools in the education sector

State and independent schools: types eg community schools, foundation and trust schools, voluntary-aided schools, voluntary-controlled schools, specialist schools, academies and free schools, city technology colleges, community and foundation special schools, faith schools, grammar schools, maintained boarding schools, independent schools

School characteristics related to educational stages: types eg nursery, infant, junior, primary, first, middle, secondary, sixth form college

School governance: types eg national government, local government, governing body/board of governors/parent councils, charitable foundation or trust, religious organisation, business, faith or voluntary groups

2 Know how schools are organised in terms of roles and responsibilities

School governors: types eg parent governors, community governors, staff representatives, local authority governors, governors appointed by the relevant religious body or foundation, sponsor governors, role of governing bodies/boards of governors/parent councils as relevant to the home nation

Senior management team: members eg head teacher/principal, deputy head, assistant head, school business manager/bursar; role of senior management teams in schools

Other statutory roles: types eg child protection, special educational needs, looked-after children, health and safety

Teachers: types eg class teachers, subject teachers, subject leaders, heads of department, pastoral roles

Support staff: types eg site staff, catering, administration, technical, learning support, pupil support

External professionals: range eg educational psychologist, therapists eg speech and language, physiotherapist, local authority advisers, behaviour support team, education welfare officer; school nurse

3 Understand how schools uphold their aims and values

School aims and values: points eg definition of organisational aims and values, distinction between aims and values, examples of school aims and values

How schools demonstrate and uphold their aims: ways eg purpose of school aims, how aims may be communicated within the school and externally, relationship between the school's aims and its policies and practices, how support staff may contribute to achieving the school's aims

How schools demonstrate and uphold their values: ways eg how school values may be communicated within the school and externally, relationship between the school's values and its policies and practices, how support staff may contribute to upholding the school values

4 **Know about the laws and codes of practice that affect work in schools**

Laws and codes of practice: current legislation eg for home country, for children eg Children Act 2006, human rights eg United Nations Convention on the Rights of the Child, Human Rights Act (1998), equality and diversity eg Equality Act 2010, health and safety eg Health and Safety at Work etc Act 1974, child protection eg Safeguarding Vulnerable Groups Act 2006, Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children 2010, data protection eg Data Protection Act 1998, special educational needs eg SEN Code of Practice; school curriculum eg Education Act 1996/2002

Laws and codes affecting pupil welfare and achievement: ways eg promoting children and young people's rights, safeguarding children and young people's health, safety and security, protecting against discrimination, ensuring entitlement to a broad and balanced education, providing additional support for those who need it

5 **Know about the range and purpose of school policies and procedures**

Why schools have policies and procedures: reasons eg to support staff in meeting legislative requirements, to protect the rights of staff and learners, to ensure consistency in service provision, to address risk management or service issues

Policies and procedures relating to staff: types eg accessibility plan, recruitment and selection, vetting and barring, allegations of abuse against staff, designated teachers, health and safety including risk assessment, performance management, equal opportunities, staffing structure, staff appraisal, training and development, staff discipline, conduct and grievance

Policies and procedures relating to pupil welfare: types eg accessibility plan, child protection, anti-bullying, health and safety, risk assessments, discipline and pupil behaviour, food policy, management and administration of medicines

Policies and procedures relating to teaching and learning: types eg admissions policy, inclusion, curriculum, special educational needs, early years foundation stage/phase, homework, equal opportunities, English as an Additional Language (EAL) or Welsh/Gaeilege as a second language, attendance, exclusion of pupils, sex education

6 **Know about the wider context in which schools operate**

National and local government responsibilities: range eg definition and scope of education policy, role of devolved governments - Department for Education (DfE), Department for Children, Education, Lifelong Learning and Skills (DCELLS), Department of Education (DENI) and Scottish Executive Education Department, local responsibility for implementing policy for relevant home country

Policies for children, young people and families: roles eg for home nation, integrated working, extended services, Every Child Matters: Change for Children, Children's and Young People's Partnerships, Children and Young People's Plans, Children's Strategy (Northern Ireland), for Scotland's Children 2001

Other organisations: types eg social services, early years and childcare, play work, youth justice, police, further education, youth work, health services, sports and culture sector organisations eg community sport, libraries and museums

Essential guidance for tutors

Delivery

This unit enables learners to develop knowledge of the education sector, how schools are organised and how they work. It provides the context for working in a school including the impact of legislation, values, aims, policies, procedures and partnership working.

At this level the emphasis needs to be on raising awareness of the wide range of influences impacting on support work in schools. However, an in-depth knowledge and understanding of these influences is not required.

Learners should be given an overview of the education sector including the different types of schools and their key characteristics. Learners should be introduced to the current national legislation and policies for education and schools as relevant to their home nation and supported in understanding the way in which these influence how schools are managed, organised and operate. Much of this information can be accessed from the relevant government department websites. Learners should be given the opportunity to look at a range of school staffing structures, value statements, aims, policies and procedures and consider how they may impact on support roles in schools.

It is essential that learners understand the importance of integrated working in improving outcomes for children and young people. This should be explored in the context of government policies for children and young people in the relevant home nation. Local examples of integrated and multi-agency working could be used to illustrate the impact on the work of schools and the benefits for children and young people.

Delivery may be a mixture of tutor input and guided research. Learners should be encouraged to share their experience of working in schools as employees, as a parent-helper or through work experience and to relate this experience to national and school policies and structures.

Assessment

This is a knowledge-based unit and evidence from workplace performance is not required.

Suggested assessment activities

Assessment will be through tasks, projects and other activities learners complete individually to meet the assessment criteria. Learners should draw on any relevant practical experience of working in schools but will not be assessed directly on workplace performance.

Below, are examples of assessment activities that may be used to satisfy the assessment criteria for this unit. However, centres are free to develop their own assessment activities and/or adapt those outlined below to meet local needs and resources.

For learning outcome 1, learners could develop guidance for parents looking for a school for their child, including options for different types of school for each stage of compulsory education.

For learning outcomes 2, 3 and 5, learners could use workplace and/or web-based research to develop a school case study describing:

- the type of school
- the age range of pupils and any specific characteristics, eg gender, special educational needs
- how the school is governed and managed
- organisational structure of the school
- the roles and responsibilities of key post holders
- the range of support staff in the school and their key responsibilities
- the roles of three external professionals who the school can call upon for help when required
- the principles by which the school operates – values, aims, priorities and approaches to pupils’ care, welfare and learning
- the range of school policies and the key purpose of each of these
- any extended services and extra-curricular activities.

For learning outcome 4, learners could develop a reflective account of how their case study school meets legislative requirements for the welfare and education of children and young people.

For learning outcome 6, learners could develop a presentation to show how schools and other organisations contribute to the national policy for children and young people in their home nation with examples of integrated working involving schools.

Essential resources

Learners will need access to educational policy documents for the relevant home nation and examples of school values, aims, organisational structures and policy documents.

Indicative resource materials

Textbooks

Burnham L – *Supporting Teaching & Learning in Schools* (Heinemann, 2010) ISBN 978-0-435032-03-6

Handy & Aitken – *Understanding Schools as Organizations* (Penguin Books Ltd, 1986) ISBN 978-0140224900

Journals

Journal of Education Policy

School Leadership & Management

Websites

Examples of general websites are given below.

www.allchildrenni.gov.uk	First Minister and Deputy First Minister
www.cosla.gov.uk	Convention of Scottish Local Authorities
www.dcsf.gov.uk/everychildmatters	Department for Children, Schools and Families
www.deni.gov.uk	Department of Education, Northern Ireland
www.education.gov.uk	Department for Education
www.governornet.co.uk	Governornet
www.governorswales.org.uk/law/	Governors Wales
www.lga.gov.uk	Local Government Association
www.scotland.gov.uk/Resource/Doc/92327/0022073.pdf	The Scottish Government
www.scotland.gov.uk/Topics/Education	The Scottish Government
www.tda.gov.uk	The Training and Development Agency for Schools
www.wales.gov.uk/topics/educationandskills	Welsh Assembly Government
www.wales.gov.uk/topics/educationandskills/publications/guidance/Children_young_people_action?lang=en	Welsh Assembly Government

Unit 11: Schools as Organisations

Unit reference number: A/601/3326

Level: 3

Credit value: 3

Guided learning hours: 15

Unit aim

This unit aims to prepare learners for working in a school. It covers knowledge and understanding of the education sector, how schools are organised, school ethos, mission, aims and values, legislative and policy frameworks, and schools' contribution to wider policies for children and young people.

Unit introduction

This unit focuses on the organisation and management of schools and the wider context in which they operate. It provides the essential knowledge required for working in schools.

The unit is about the nature and characteristics of schools as organisations. It explores the internal and external influences that shape how schools operate including legislation, policies and procedures and partnership working with other organisations. Learners will examine the links between school ethos, mission, aims and values and the impact of these on working practices.

Learners will study the strategic purpose of the different people who work in or for the school including governors, staff and other professionals who provide specialist support when needed. They will also look at ways in which schools encourage and support parental engagement in their children's learning.

This unit also allows learners to examine how schools contribute to national policies for children and young people. Learners will find out how schools work with a range of other organisations such as children's health and social care services to ensure the best possible outcomes for children and young people.

This unit applies to all support staff roles in schools and is particularly suitable for learners preparing to work in schools and those new to working in schools, including parent-helpers and other volunteers.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the structure of education from early years to post-compulsory education	1.1 Summarise entitlement and provision for early years education 1.2 Explain the characteristics of the different types of schools in relation to educational stage(s) and school governance 1.3 Explain the post-16 options for young people and adults
2 Understand how schools are organised in terms of roles and responsibilities	2.1 Explain the strategic purpose of school governors, senior management team, other statutory roles, eg SENCO, teachers and support staff roles 2.2 Explain the roles of external professionals who may work with schools, eg educational psychologist
3 Understand school ethos, mission, aims and values	3.1 Explain how the ethos, mission, aims and values of a school may be reflected in working practices 3.2 Evaluate methods of communicating a school's ethos, mission, aims and values
4 Know about the legislation affecting schools	4.1 Summarise the laws and codes of practice affecting work in schools 4.2 Explain how legislation affects how schools work 4.3 Explain the roles of regulatory bodies relevant to the education sector which exist to monitor and enforce the legislative framework, including general bodies such as the Health and Safety Executive and school-specific regulatory bodies
5 Understand the purpose of school policies and procedures	5.1 Explain why schools have policies and procedures 5.2 Summarise the policies and procedures schools may have relating to staff, pupil welfare, teaching and learning, equality, diversity and inclusion and parental engagement 5.3 Evaluate how school policies and procedures may be developed and communicated

Learning outcomes	Assessment criteria
6 Understand the wider context in which schools operate	<p>6.1 Summarise the roles and responsibilities of national and local government for education policy and practice</p> <p>6.2 Explain the role of schools in national policies relating to children, young people and families</p> <p>6.3 Explain the roles of other organisations working with children and young people and how these may impact on the work of schools</p>

Unit content

1 **Know the structure of education from early years to post-compulsory education**

Early years education: range eg age 3-5, as relevant to the home nation, entitlement to free early years education, provision for early years education eg nurseries, nursery classes attached to primary schools, pre-schools and playgroups, primary school reception classes, accredited childminders, Sure Start Children's Centres

State and independent schools: types eg community schools, foundation and trust schools, voluntary-aided schools, voluntary-controlled schools, specialist schools, academies and free schools, city technology colleges, community and foundation special schools, faith schools, grammar schools, maintained boarding schools, independent schools

School characteristics related to educational stages: types eg nursery, infant, junior, primary, first, middle, secondary, sixth form college

School governance: types eg national government, local government, governing body/board of governors/parent councils, charitable foundation or trust, religious organisation, business, faith or voluntary groups

Post-16 options for young people and adults: range offered in eg schools, sixth form college, further education, apprenticeships, higher education

2 **Understand how schools are organised in terms of roles and responsibilities**

School governors: roles eg governing bodies/boards of governors/parent councils as relevant to the home nation, community governors, staff representatives, local authority governors, governors appointed by the relevant religious body or foundation, sponsor governors

Senior management team: roles eg strategic purpose of head teacher/principal, deputy head, assistant head, school business manager/bursar, strategic purpose of senior management teams in schools

Other statutory roles: types eg child protection, special educational needs, looked-after children, health and safety

Teachers: types eg class teachers, subject teachers, subject leaders, heads of department, pastoral roles

Support staff: types eg site staff, catering, administration, technical, learning support, pupil support

External professionals: types eg educational psychologist, therapists eg speech and language, physiotherapist, local authority advisers, behaviour support team, education welfare officer, school nurse

3 Understand school ethos, mission, aims and values

Ethos, mission, aims and values: factors eg definitions, how ethos, mission, aims and values relate, how they are reflected in working practices

Communicating ethos, mission, aims and values: audience eg pupils, staff, parents, local community – eg in school prospectus, website, publicity material, staff handbook

4 Know about the legislation affecting schools

Laws and codes of practice: range eg current for home country, for children eg Children Act 2006, human rights eg United Nations Convention on the Rights of the Child, Human Rights Act (1998), equality and diversity eg Equality Act 2010, health and safety eg Health and Safety at Work etc Act 1974, child protection eg Safeguarding Vulnerable Groups Act 2006, Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children 2010; data protection eg Data Protection Act 1998; special educational needs eg SEN Code of Practice; school curriculum eg Education Act 1996/2002; employment eg Employment Rights Act 1996

How laws and codes of practice affect how schools work: ways eg promoting the rights of pupils, parents and staff, safeguarding the health, safety and security of pupils, staff and visitors, protecting against discrimination, ensuring entitlement to a broad and balanced education for children and young people, providing additional support for those who need it

Regulatory bodies: types eg as relevant to the home nation, for health and safety, for equal opportunities, for food safety and hygiene, for school inspections, for the national curriculum, for school meals

5 Understand the purpose of school policies and procedures

Why schools have policies and procedures: reasons eg to support staff in meeting legislative requirements, to protect the rights of staff and pupils, to ensure consistency in service provision, to address risk management or service issues

School policies and procedures relating to staff: types eg accessibility plan, recruitment and selection, vetting and barring, allegations of abuse against staff, designated teachers, health and safety including risk assessment, performance management, equal opportunities, staffing structure, staff appraisal, training and development, staff discipline, conduct and grievance

School policies and procedures relating to pupil welfare: range eg accessibility plan, child protection, anti-bullying, health and safety, risk assessments, discipline and pupil behaviour, food policy, management and administration of medicines

School policies and procedures relating to teaching and learning: range eg admissions policy, curriculum, special educational needs, early years foundation stage/phase, homework, equal opportunities, English as an Additional Language (EAL) or Welsh/Gaeilge as a second language, attendance, exclusion of pupils, sex education

School policies and procedures relating to equality, diversity and inclusion: range eg disability equality, gender equality, race equality, diversity, discrimination, inclusion

School policies and procedures relating to parental involvement: range eg home school agreements, complaints, parent-teacher association/parent forum, consultation events, parents' access to teachers, home-school communications

Development of school policies: factors eg gathering information, evaluating current practice, identifying policy objectives, consultation, developing shared ownership, supporting implementation

Communicating school policies: audience eg pupils, staff, parents, local community – eg in school prospectus, website, publicity material, staff handbook

6 Understand the wider context in which schools operate

National and local government responsibilities for education: range eg definition and scope of education policy, role of devolved governments - Department for Education (DfE), Department for Children, Education, Lifelong Learning and Skills (DCELLS), Department of Education (DENI) and Scottish Executive Education Department, local responsibility for implementing policy for relevant home country

Policies for children, young people and families: roles eg for home nation, integrated working, extended services, Every Child Matters: Change for Children, Children's and Young People's Partnerships, Children and Young People's Plans, Children's Strategy (Northern Ireland), For Scotland's Children 2001

Other organisations: types eg social services, early years and childcare, play work, youth justice, police, further education, youth work, health services, sports and culture sector organisations eg community sport, libraries and museums

Essential guidance for tutors

Delivery

This unit enables learners to develop knowledge and understanding of the education sector, how schools are organised and how they work. It provides the context for working in a school including the impact of legislation and the ethos, mission, values, aims, policies and procedures of the school. Schools do not exist in isolation and learners will explore the wider context in which schools operate and how relationships with other organisations impact on the work of the school.

At this level the emphasis needs to be on learners' abilities to explain how schools work and make evidence-based judgements about good practice.

Learners should be given an overview of the education sector including pre-school, compulsory education and post-16 provision. Learners should be introduced to current national legislation and policies for education and schools as relevant to their home nation and supported in understanding the way in which these influence how schools are managed, organised and operate. Much of this information can be accessed from the relevant government department websites. Learners should also be given the opportunity to look at a range of school staffing structures, mission and values statements, aims, policies and procedures, and consider how these may impact on working practices in schools.

It is essential that learners understand the importance of integrated working for improving outcomes for children and young people. This should be explored in the context of government policies for children and young people in the relevant home nation. Local examples of integrated and multi-agency working could be used to illustrate the impact on the work of schools and the benefits for children and young people.

Delivery can be a mixture of tutor input, personal reading, guided research, group investigation and critical reflection. Learners should be encouraged to explore different approaches to meeting the needs of pupils and their parents and how they are reflected in the mission, values, aims, management and organisation of schools.

Assessment

This is a knowledge-based unit and evidence from workplace performance is not required.

Suggested assessment activities

Assessment will be through tasks, projects and other activities learners complete individually to meet the assessment criteria. Learners should draw on any relevant practical experience of working in schools but will not be assessed directly on their workplace performance.

Below, are examples of assessment activities that may be used to satisfy the assessment criteria for this unit. However, centres are free to develop their own assessment activities and/or adapt those outlined below to meet local needs and resources.

For learning outcome 1, learners could research and report on local education and learning provision for children and young people from pre-school to post-16. Interviews with parents and young people could be used to explore the factors influencing educational choices. The report should consider the opportunities and restrictions impacting on these choices and their outcomes.

For learning outcomes 2 and 4, learners could evaluate the strategic role of governors in supporting:

- the senior management team in the school
- effective implementation of statutory roles in schools
- effective deployment and development of teaching and support staff
- referrals to external professionals for additional support when needed
- the principles by which the school operates – ethos, mission, values, aims, priorities and approaches to pupils' care, welfare and learning
- compliance with the legislative framework for schools including regulation and inspection
- development of extended services and extra curricular activities.

For learning outcome 3, learners could carry out a critical analysis of their own and another schools' websites and/or prospectuses to compare and contrast the schools' ethos, mission, aims and values. Conclusions should be drawn about the potential impact of these on working practices in the relevant school and the effectiveness of the website and/or prospectus in communicating these aspects of the school's character to pupils, parents, staff and the wider community.

For learning outcome 5, learners could develop a parents' guide to school policies describing the range and purpose of different policies. The guidance should include a process chart showing how school policies are developed and be supported by evidence-based judgements to justify the development process. Given the significance of the relationship, a key part of the guidance document will be to demonstrate how school policies support pupil wellbeing and achievement.

For learning outcome 6, learners could produce a guide which explains the roles and responsibilities of national and local government regarding education policy and practice. The role of schools in national policies should be explained, as should that of other organisations working with schools, children and young people, and there should be an explanation of what impact these organisations can have on the work of schools.

Essential resources

Learners will need access to education policy documents for their relevant home nation and examples of school mission statements, values, aims, organisational structures and policy documents.

Indicative resource materials

Textbooks

Burnham L – *Supporting Teaching & Learning in Schools* (Heinemann, 2010) ISBN 978-0-435032-04-3

Handy & Aitken – *Understanding Schools as Organizations* (Penguin Books Ltd, 1986) ISBN 978-0140224900

Journals*Journal of Education Policy**School Leadership & Management***Websites**

Various websites are available with information about education policy and the organisation and management of schools. An indicative range of general websites is given below. Additional web-based information about individual school's policies, structure etc can be found using any internet search engine.

www.allchildrenni.gov.uk	First Minister and Deputy First Minister
www.cosla.gov.uk	Convention of Scottish Local Authorities
www.dcsf.gov.uk/everychildmatters	Department for Children, Schools and Families
www.deni.gov.uk	Department of Education, Northern Ireland
www.education.gov.uk	Department for Education
www.governornet.co.uk	Governornet
www.governorswales.org.uk/law/	Governors Wales
www.lga.gov.uk	Local Government Association
www.scotland.gov.uk/Resource/Doc/92327/0022073.pdf	The Scottish Government
www.scotland.gov.uk/Topics/Education	The Scottish Government
www.tda.gov.uk	The Training and Development Agency for Schools
www.wales.gov.uk/topics/educationandskills	Welsh Assembly Government
www.wales.gov.uk/topics/educationandskills/publications/guidance/Children_young_people_action?lang=en	Welsh Assembly Government

Unit 12: Contribute to Supporting Bilingual Learners

Unit reference number: L/601/7414

Level: 2

Credit value: 2

Guided learning hours: 12

Unit aim

This unit provides the knowledge, understanding and skills needed for contributing to supporting bilingual pupils. It is suitable for those who provide support for English as an additional language (EAL), or Welsh or Gaeilge as a second language.

The unit requires demonstration of competence in supporting bilingual pupils in language development and learning in the appropriate additional/second language.

Unit introduction

This unit focuses on the role of learning support staff who contribute to supporting bilingual pupils.

Bilingual pupils are those who have been exposed to two or more languages. The term 'bilingual' encompasses both those who are newly arrived and are new to the language used to deliver the curriculum, and those more advanced bilingual pupils who can communicate confidently in the language used to deliver the curriculum but need further support with language use in academic contexts.

Building rapport and developing trusting relationships is key to promoting pupils' self-esteem and confidence. Learners will explore ways to interact with bilingual pupils to build rapport and trust, taking account of cultural and language differences. Valuing diversity and respecting differences are key aspects of this unit.

Learners will consider the significance of finding out as much as possible about the background, interests and previous experience of bilingual pupils to inform expectations of their stage of language development and to make appropriate links within the curriculum.

Learners will explore ways of supporting bilingual pupils to develop skills in the target language ie the additional or second language, bilingual pupils need to access the curriculum. Learners will also support bilingual pupils to access the curriculum – either within a subject area or across the curriculum according to their role. This involves selecting and using appropriate resources, working in an inclusive way to involve bilingual pupils in learning activities, supporting pupils' learning and language development through planned activities, and providing feedback to the teacher about pupils' participation and progress.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to interact with bilingual learners	1.1 Interact with bilingual learners in a way that demonstrates respect for their first or home language(s), values, culture, beliefs and sensitivity to individual needs 1.2 Use language and vocabulary which is appropriate to the learners age, level of understanding and proficiency in the target language
2 Be able to support bilingual learners to develop skills in the target language	2.1 Use knowledge of the needs and interests of individual learners to support development of the target language 2.2 Use a range of techniques for supporting learners in developing language skills in the target language 2.3 Show ways of encouraging and supporting bilingual learners to interact with others using the target language
3 Be able to support bilingual learners during learning activities	3.1 Select learning resources to meet the needs of bilingual learners 3.2 Apply skills and techniques for including bilingual learners in learning activities 3.3 Use appropriate techniques to support the learning and language development needs of individual learners 3.4 Provide feedback to the teacher on the learner's participation and progress in relation to: the learning activities and language development

Unit content

1 **Be able to interact with bilingual learners**

Interact with bilingual pupils: ways eg on a one-to-one basis, in a group context, when to focus on the individual rather than the group, treating all pupils fairly, being respectful, valuing diversity, respect for the first/home language, cultural expectations, social differences, prejudice, preconceptions, stereotyping, building rapport and developing relationships using the appropriate form of communication, visual communication, play, body and sign language, to meet the strengths and needs of the individual pupil, importance of relationships for building self-esteem and for learning, communication skills, manner of speaking, body language, cultural differences in interpretation of non-verbal communications, empathy, involving pupils in decisions that affect them

Language and vocabulary: types eg appropriate to the pupil's age, stage of development, language and communication needs, and personal circumstances; being aware that a bilingual pupil may not have understood what is being communicated

2 **Be able to support bilingual learners to develop skills in the target language**

Support development of the target language: needs and interests eg informing expectations of stage of language development eg if the pupil has had a disrupted education or lack of access to schooling, identifying links within the curriculum to the culture and language of newly arrived pupils, promoting engagement in learning eg by drawing on the pupil's interests or cultural background

Supporting development of language skills in the target language: techniques eg providing opportunities to listen to the sounds and patterns of the target language eg through audio tapes, explaining and reinforcing key vocabulary and language structures, modelling or demonstrating the use of key vocabulary and language structures, providing help with handwriting, providing opportunities for pupils to repeat and produce the language in context, encouraging the use of bilingual and/or picture dictionaries, encouraging pupils to develop their own personal word lists, providing visual support, using writing frames, word banks and sentence banks to support pupil independence in the use of the target language

Supporting bilingual learners to interact with others using the target language: ways eg pair and group work, role play and drama activities, discussion as part of whole-class teaching, guided talk sessions, circle time, collaborative practical, investigative, creative or problem-solving activities

3 Be able to support bilingual learners during learning activities

Learning resources: types eg culturally relevant books and handouts, bilingual and/or picture dictionaries, artefacts, pictures, DVDs, computer programmes, graphic organisers, dual-language books, CD Roms, friezes and maps

Including bilingual pupils in learning activities: skills eg demonstrating the meaning of instructions, involving the pupil in routine tasks such as giving out books and equipment, including links within learning activities to the culture and language of bilingual pupils, providing pupils with a meaningful task related to the content of the lesson even if they cannot understand all of the lesson content, integrating the pupil into the class activity as far as possible, while differentiating at their level eg filling in missing words, filling in tables and grids, giving yes/no responses, encouraging peers to explain tasks, pairing the pupil with a proficient speaker of their home language

Support the learning and language development needs of individual pupils: techniques eg introducing, explaining and illustrating key vocabulary related to subject content, scaffolding writing tasks, matching, sequencing, providing writing frames and word banks, scaffolding oracy, modelling oral and written language to support acquisition, integrating speaking, listening, reading and writing in the target language, and using one language skill to support and reinforce another, reinforcing language learning and understanding through repetition, highlighting vocabulary learned, summarising and recording what has been learned and creating opportunities to revisit key concepts through questioning, encouraging pupil responses and promoting interaction using different forms of questioning, using peer support to promote thinking and talking in first languages to support understanding, giving feedback in a constructive way so that the pupil can use their errors as a learning tool, allowing the pupil time to summarise and reflect on what they have learned

Providing feedback on pupil participation and progress: types eg reviewing the effectiveness of learning activities in meeting the learning and language development needs of bilingual pupils, identifying examples of pupil progress and achievement, identifying successes, difficulties and challenges in supporting pupil participation and progress, identifying factors that hindered pupil participation and progress, providing feedback to the teacher – verbal, written

Essential guidance for tutors

Delivery

This unit enables learners to develop knowledge, understanding and skills for supporting bilingual pupils and demonstrate competence in applying these in the classroom. At this level learners will be contributing to the support provided for bilingual pupils rather than taking responsibility for any significant aspect of this support.

This unit is closely linked to Unit 3: Equality, Diversity and Inclusion in Work with Children and Young People and Unit 9: Support Learning Activities – both of which are mandatory units in the Level 2 BTEC Certificate in Supporting Teaching and Learning in Schools. Tutors should identify and use links across these three units to develop and reinforce previous learning and experience.

Visiting specialist speakers are valuable, particularly for those with limited access to bilingual pupils. DVD/video material could also be used to extend learners' awareness of the diversity of bilingual pupils for example newly arrived bilingual pupils, those who are new to the language used to deliver the curriculum, more advanced bilingual pupils, bilingual pupils with additional needs for example mobile pupils, asylum seekers.

Learners should be given the opportunity to explore the issues involved in developing rapport and supportive relationships with bilingual pupils including those of culture, background and language. Observation of experienced teachers and/or teaching assistants working with bilingual pupils (in the workplace and/or on DVD/video) could be used to illustrate the skills needed. Role play could be used for practising skills and would also assist in developing empathy with the needs of bilingual pupils.

A mixture of tutor input and guided research could be used to develop learners' knowledge of and skills in supporting development of the target language. Again observation of experienced practitioners working with bilingual pupils would enhance the learning experience. Learners could be given structured tasks to carry out in the working environment and encouraged to reflect on and share their experiences with other learners.

For supporting bilingual pupils during learning activities, learners will need to explore the range of learning resources developed specifically for bilingual pupils, for example dual-language books, CD Roms, friezes and maps, as well as resources developed or adapted by teachers and teaching assistants in schools. Much of this could be through guided research and sharing findings with other learners.

Tutor input and observation of practice could be used to identify the skills needed for including bilingual pupils in learning activities and techniques for supporting pupils' learning and language development needs. Learners will also need to explore ways of observing, reviewing and reporting on pupil participation and progress. Structured observation tasks could be used to support skills development. Learners could also investigate observation and reporting processes used in their schools and share findings within the group.

For all aspects of this unit, learners will need to demonstrate competence in the workplace. Therefore it is essential that learners are given time for workplace application and progress towards competence before assessment. Structured workplace activities could be used to support progress towards competence. It is important to involve the teacher in planning structured activities to ensure they are appropriate to pupils needs and circumstances, as well as the school context.

Assessment

All the assessment criteria must be assessed in the workplace.

Suggested assessment activities

Assessment will be through tasks, projects and other activities learners complete individually to meet the assessment criteria. Assessment of workplace practice is a requirement for all the assessment criteria in this unit. This may involve observation of learners working with bilingual pupils, witness testimony; professional discussion and evidence from workplace activities eg lesson plans, examples of pupils' work and feedback reports for the teacher. However, competence-based assessment (as for this unit) must include direct observation as the main source of evidence.

Below, are examples of assessment activities that may be used to satisfy the assessment criteria for this unit. However, centres are free to develop their own assessment activities and/or adapt those outlined below to meet local needs and resources.

As the basis for observation of practice in the workplace learners could develop a pupil profile for a particular bilingual pupil they support. The profile should identify the pupil's: age, gender, background (social, cultural and educational), dominant/first language, language development needs and interests, hobbies and previous experiences.

For data protection and confidentiality reasons the pupil's name and personal details should not be included in the profile.

There are ample opportunities to assess learning outcome 1 alongside learning outcome 2 and/or 3. Using a holistic approach to assessment is more effective and makes more sense to learners.

Observation of learners working with their specified bilingual pupil (as defined by the pupil profile) could generate evidence of:

- interactions with bilingual pupils
- supporting target language development
- supporting bilingual pupils during learning activities .

Observation of performance in the workplace could be supported by assessment of work products such as lesson plans, choice of learning resources, examples of the pupil's work and feedback reports to the teacher.

Witness testimony for example, from the teacher, or professional discussion with the learner could also be used to support observation of performance but should not be the sole assessment method used for any of the learning outcomes.

Ideally, learners will be assessed working with at least two different bilingual pupils. In situations where this is not possible learners could develop a reflective account describing how they would adapt their practice to support a bilingual pupil with a different pupil profile (provided by the assessor).

Essential resources

As this is a competence-based unit, learners must be directly involved in supporting bilingual pupils in a school – either through employment, volunteer work or work experience.

It is essential that learners have access to an appropriately qualified person to deliver this unit.

Indicative resource materials

Textbooks

Gibbons P - *Scaffolding Language, Scaffolding Learning: Teaching second language learners in the mainstream classroom* (Heinemann, 2002) ISBN 978-0325003665

Haslam L Wilkin Y and Kellet E - *English as an Additional Language: Meeting the Challenge in the Classroom* (David Fulton Publishers, 2006) ISBN 978-1843121862

McWilliams N - *What's in a Word: Vocabulary development in multilingual classrooms* (Trentham, 1998) ISBN 978-1858560885

Moline S - *I see what you mean: Children at work with visual information* (Teachers Pub. Group Inc. 1995) ISBN 978-1571100313

Other publications

DCSF 2005, *Aiming high: Meeting the needs of newly arrived learners of English as an additional language*, DCSF: 1381-2005

<http://nationalstrategies.standards.dcsf.gov.uk/node/88556>

DCSF 2006 *Excellence and Enjoyment: Learning and teaching for bilingual children in the primary years*, DCSF ref: 0013-2006PCK-EN

<http://nationalstrategies.standards.dcsf.gov.uk/node/85322>

DCSF 2009, *Ensuring the attainment of more advanced learners of English as an additional language (EAL)*, DCSF ref: 00045-2009

<http://nationalstrategies.standards.dcsf.gov.uk/node/187758>

Journals

Burnham L – *Supporting Teaching & Learning in Schools* (Heinemann, 2010) ISBN 978-0-435032-03-6

Flynn N - *Good practice for pupils learning English as an additional language: Lessons from effective literacy teachers in inner-city primary schools*, *Journal of Early Childhood Literacy*, Vol. 7, No. 2, 177-198 (2007)

ELT Journal - a quarterly publication for all those involved in the field of teaching English as a second or foreign language

Websites

www.deni.gov.uk	Department of Education, Northern Ireland
www.education.gov.uk	Department for Education
www.emaonline.org.uk/ema	Online Support for Ethnic Minority Attainment
www.ltscotland.org.uk/articles/e/genericcontent_tcm4528764.asp	Learning and Teaching Scotland
www.naldic.org.uk	National Association for Language Development in the Curriculum
www.nationalstrategies.standards.dcsf.gov.uk/inclusion/ethnicitysocialclassandgenderachievement/englishasanadditionallanguage	The National Strategies
www.ngfl-cymru.org.uk/vtc-home.htm	NGFL
www.sateal.org.uk/index.html	The Scottish Association for Teaching English as an Additional Language
www.scotland.gov.uk/Topics/Education	The Scottish Government
www.wales.gov.uk/topics/educationandskills	Welsh Assembly Government

Unit 13: Invigilate Tests and Examinations

Unit reference number: Y/601/7416

Level: 3

Credit value: 3

Guided learning hours: 19

Unit aim

This unit provides the knowledge, understanding and skills required to invigilate external and internal tests and examinations, including module tests, practical and oral examinations, under formal conditions. It covers preparing examination rooms and resources, preparing learners for the tests and examinations, as well as running and ending tests and examinations according to the centre's procedures. It also covers dealing with specific situations such as access arrangements, emergencies and suspicion of malpractice.

Unit introduction

Learners who invigilate external and internal tests and examinations, under formal conditions across all age ranges, will benefit from completing this unit. Learners will need the opportunity to engage in the planning and leading of tests and examinations under formal conditions to complete this unit successfully.

Learners will begin by developing their understanding of the policies and procedures for national and/or centre-based external and/or internal tests and examinations and will then be required to put their understanding in to practice by preparing to administer them. In addition to learners being required to prepare themselves for leading the tests and examinations they will also be able to prepare pupils for them on completion of this unit. They will demonstrate their ability to do so with accuracy that is consistent with the policies and practices of the centre and relevant to the age range and needs of the pupils.

Learners will maintain the security needed in both the internal and examination environment to a standard that will satisfy external examination inspection. They will be confident in delivering instructions to pupils and fellow invigilators to ensure that all examinations are conducted with absolute propriety and create an environment within which pupils are able to focus on completing the test or examination to the best of their ability.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand policy and procedures for the conduct of tests and examinations	1.1 Explain the centre's tests and examinations policy 1.2 Explain the procedures and regulations for the conduct of external examinations and any inspection procedures related to this 1.3 Explain the sorts of access arrangements that may be required for candidates with additional needs 1.4 Explain the centre's procedures for responding to health, safety and security emergencies during a test or examination 1.5 Explain the reasons why a candidate may need to be supervised between tests and examinations
2 Be able to prepare for tests and examinations	2.1 Demonstrate the correct procedures for setting up an examination room 2.2 Identify and obtain supplies of authorised stationery and materials including the correct test or examination papers 2.3 Explain and demonstrate arrangements for the safe custody of question papers and other test or examination materials 2.4 Identify and comply with any specific requirements for the test or examination and/or the candidates involved 2.5 Identify and check any emergency communication system if available
3 Be able to prepare candidates for tests and examinations	3.1 Explain the importance of having the examination room ready to admit candidates at the scheduled time 3.2 Demonstrate the correct procedures for admitting candidates into the room 3.3 Perform the necessary checks for: verifying the identity of the candidates, ensuring that no inadmissible equipment or materials are brought into the examination room, confirming candidates are seated according to the seating plan and ensuring that candidates have the correct papers and materials 3.4 Explain the procedures for dealing with candidates who are not on the test or examination attendance list and candidates who arrive late for a test or examination

Learning outcomes	Assessment criteria
4 Be able to implement invigilation requirements	<p>4.1 Explain the importance of ensuring all rules and regulations relating to the conduct of tests and examinations are strictly applied and followed</p> <p>4.2 Give clear and unambiguous instructions to candidates at the start of tests and examinations</p> <p>4.3 Demonstrate the correct procedures for completing an attendance register including specific requirements for candidates who are withdrawn from a test or examination, not on the register, late for a test or examination and absent from a test or examination</p> <p>4.4 Apply the centre's procedures for dealing with queries from candidates, disruptive behaviour or irregular conduct and candidates who want or need to leave the examination room during the test or examination</p>
5 Be able to end tests and examinations	<p>5.1 Demonstrate the correct procedures for ending tests and examinations including collecting papers, allowing candidates to leave the examination room and completing test and examination records</p> <p>5.2 Differentiate between ending tests and examinations when all candidates are due to finish their test or examination at the same time and some candidates are still engaged in a test or examination</p>

Unit content

1 **Understand policy and procedures for the conduct of tests and examinations**

Centre tests and examinations: policies eg internal, external, teachers, invigilators, pupils

Procedures and regulations: regulations eg national, centre based; inspection procedure

Access arrangements: needs eg physical access, special educational needs staff, reading assistance, writing assistance, use of ICT, sign interpreter, setting up an examination room

Health, safety and security emergencies: policy eg heating, lighting, ventilation, silence, registrations; fire regulation: safe egress

Candidate supervision between tests and examinations: reasons eg identification, security, integrity, procedures

2 **Be able to prepare for tests and examinations**

Setting up room: procedures eg environment, number and positioning of desks, seating plan, clocks, centre number

Authorised stationery and materials: factors eg comply with specific requirements; erratum notices

Safe custody of question papers and other test or examination materials: arrangements eg security, administration, tests and examination calendar, timetables

Specific requirements: differing requirements eg times, support materials, recording facilities, playback facilities, subject specific equipment

Emergency communication system if available: types eg functioning telephone (mobile), intercom, text, identified personnel

3 **Be able to prepare learners for tests and examinations**

Examination room preparation: factors eg compliance, regulation, time keeping

Correct procedures for admitting pupils into the room: checks eg for different examinations in one environment, supervision, order, silence, methods for ensuring that unauthorised equipment/materials are not brought in

Checks: range eg test and examination candidate entry lists, supervision, plans, roles and responsibilities, forbidden equipment, acceptable equipment, supplies, authorised stationery, test and examination papers

Candidate not on the test or examination attendance list: procedures eg candidate identity, recording, accuracy

4 Be able to implement invigilation requirements

Rules and regulations: checks eg integrity of test and examination environment, own responsibility, responsibility of examinations officer/other invigilators, malpractice

Instructions to candidates: communication eg diction, clarity, correct papers and procedures

Procedures: registers eg candidate lists, accuracy, methods of recording

Candidates: requirements eg candidate information, manage candidate behaviour, competence, appropriate referral

5 Be able to end tests and examinations

Procedures: checks eg times, completion, order of test and examination paper collection according to candidate numbers, order of test and examination candidate departure from the secure environment, completing examination records, number different examinations in one environment, security

Differentiate between ending tests and examinations: considerations eg procedure, time keeping, accuracy, safe custody of candidate papers, silent egress

Essential guidance for tutors

Delivery

It is essential that learners have a good understanding of the policy and procedures for the conduct of tests and examinations. A helpful way of establishing learners' knowledge could be to introduce the unit through a series of activities which learners engage in collaboratively, explaining elements of policy and procedure to each other. This activity will develop confidence that will enable them to deliver instructions to examination or test pupils in the examination setting. Opportunities for role play, explaining to fellow learners the reasons why a learner may need to be supervised between tests and examinations, for example, could be useful and develop learners' ability to communicate important facts with clarity and accuracy.

Enabling learners to discuss and plan how they would prepare for tests and examinations will develop a shared understanding and a group of learners may develop a flow chart or checklist collaboratively. To embed the learning experience learners could act as a critical friend to each other using the checklist they have developed for their own use to inform the routines of others in the group. Discussion of learner experiences of sitting examinations themselves could raise awareness of how policies and procedures support pupils in the test or examination setting and emphasise the importance of ensuring that adequate systems for communicating in an emergency are available and functional.

The ability of learners to adhere to procedures and timetables could be developed by requiring them to act out preparing pupils for tests and examinations to a contracted timetable that they prepare and perform with fellow learners. Group activities of this nature will enable learners to practise communication skills and learn necessary procedures that need to be executed consistently with precision. Policies and procedures at a national and school level may be age related so learners will need to develop an awareness of these and adjust their vocabulary appropriately. What is important in the delivery of this unit is that learners have the opportunity to practice the routines and the delivery of clear and unambiguous instructions. Paired activities where learners explain to others their understanding of instructions given to them will help to refine their communication skills. Learners may also benefit from exploring approaches to invigilating tests and examinations in a multi-cultural setting where bilingual and/or multilingual pupils are being examined.

Assessment

As part of this unit learners will need to model the actions necessary to ensure the effective administration of tests or examinations. It is therefore essential that learners are assessed in the workplace where they may demonstrate the appropriate behaviours before, during and after the test or examination.

This unit could be assessed through tasks supported by other evidence (for example witness testimony taken from a professional development record/file) if it contributes specifically to the assessment requirements. Tasks need careful sequencing to ensure that they are completed in a way that is not only compliant with examination board policy and procedures but so that they are in an appropriate chronological order to reflect the learner's ability to maintain high levels of 'security' in the administration of tests or examinations.

The importance of 'order' means that learning outcome 1 must be met before learners use their understanding into practice. Learners will need the opportunity to explain the examination procedures for both internal and external tests or examinations. Therefore this outcome could be assessed in a discussion supported by written evidence in which the learner sets these out in their own words or translates them in to language with accuracy and appropriately for the target learner audience. Some elements of learning outcome 1 could be evidenced by witness statements.

Learning outcomes 2, 3, 4 and 5 require learners to demonstrate, discuss and explain how their contribution to supporting teaching and learning has benefited individual pupils. Evidence of this could take the form of a storyboard that catalogues their contribution to the planning of learning, how and why they selected and prepared the learning resources used, narrative about how they demonstrated their ability to support the learning, their observations of pupil participation and progress and how they were used to improve practice.

Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 4.2, 4.3, 4.4, 5.1 and 5.2 must be assessed in the workplace.

Suggested assessment activities

A single statement from an expert witness may cover more than one of the assessment criteria. However it may be beneficial, or necessary, to secure statements from more than one expert witness in order to cover the learning outcomes. There should be at least one expert witness statement to describe learner performance.

Evidence of learners understanding and skills could be provided in a number of formats. These may be in the form of learner records or statements from training mentors that evidence discussions where the learner has adequately demonstrated their understanding or in the form of instruction text learners have relied on, notes they have produced to help them follow procedures, emails or other checklists. A copy of learner registers could be used to support the achievement of learning outcome 4.3.

A diary or personal log of learners action that illustrates how they carried out their roles and responsibilities, and the order in which they did so, could also be used as evidence.

Essential resources

As this is a work-based programme, all learners will either be directly involved in the invigilation of tests and examinations or have access to situations or schools/organisations running external and internal examinations. All learners will need an opportunity to observe others administering tests and examinations in different environments that could be across phases (ages 4 to 11, 11 to 14 and 14 to 19 years).

It is strongly recommended that this unit is taught by a tutor with appropriate experience in leading teams of tests and examination invigilators.

Indicative resource materials

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

qualifications.pearson.com	Pearson qualifications
www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
www.teachernet.com	Teachernet
www.tda.gov.uk	The Training and Development Agency for Schools

Unit 14: Move and Position Individuals in Accordance with their Plan of Care

Unit reference number: J/601/8027

Level: 2

Credit value: 4

Guided learning hours: 26

Unit aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to move and position individuals as part of their plan of care according to their specific needs.

Unit introduction

Learners completing this unit will gain knowledge and skills be able to work with children and young people with mobility problems. They will learn how to move and position them according to their plan of care, taking account of health and safety considerations and managing any risks. Learners will understand and be able to use and contribute to a range of documentation. Learners will understand the legislative framework which governs the moving and positioning of individuals and how this translates into the policies, procedures and working practices in their own school.

Learners will achieve a working knowledge of human anatomy and how this impacts on supporting individuals with mobility problems and also in ensuring their own physical wellbeing is not compromised. Learners will also understand how a range of physical, emotional and psychological needs impact on moving and positioning.

As this is a competency unit, learners will need to be providing support for moving and positioning for at least one pupil with mobility difficulties as they will need to demonstrate that they can undertake this role safely and effectively in a real work environment. Learners will understand the importance of communicating effectively with the pupils with whom they work and obtaining valid consent to any proposed activities. This unit also covers communicating with others who may be involved in moving the pupil and coordinating actions with theirs. Learners will know when and to whom they should go for advice and support.

The health and safety of both the pupil and the support worker are paramount and learners will understand how to identify any hazards when moving or positioning individuals, how to use mobility aids that can support the movement of individuals in a safe way, and what to do should they identify any risks or should the pupil experience any adverse effects if their condition changes.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand anatomy and physiology in relation to moving and positioning individuals	1.1 Outline the anatomy and physiology of the human body in relation to the importance of correct moving and positioning of individuals 1.2 Describe the impact of specific conditions on the correct movement and positioning of an individual
2 Understand legislation and agreed ways of working when moving and positioning individuals	2.1 Describe how legislation and agreed ways of working affect working practices related to moving and positioning individuals 2.2 Describe what health and safety factors need to be taken into account when moving and positioning individuals and any equipment used to do this
3 Be able to minimise risk before moving and positioning individuals	3.1 Access up-to-date copies of risk assessment documentation 3.2 Carry out preparatory checks using: the individual's care plan and the moving and handling risk assessment 3.3 Identify any immediate risks to the individual 3.4 Describe actions to take in relation to identified risks 3.5 Describe what action should be taken if the individual's wishes conflict with their plan of care in relation to health and safety and their risk assessment 3.6 Prepare the immediate environment ensuring: adequate space for the move in agreement with all concerned and that potential hazards are removed 3.7 Apply standard precautions for infection prevention and control
4 Be able to prepare individuals before moving and positioning	4.1 Demonstrate effective communication with the individual to ensure that they: understand the details and reasons for the action/activity being undertaken and agree the level of support required 4.2 Obtain valid consent for the planned activity

Learning outcomes	Assessment criteria
<p>5 Be able to move and position an individual</p>	<p>5.1 Follow the care plan to ensure that the individual is positioned: using the agreed technique and in a way that will avoid causing undue pain or discomfort</p> <p>5.2 Demonstrate effective communication with any others involved in the manoeuvre</p> <p>5.3 Describe the aids and equipment that may be used for moving and positioning</p> <p>5.4 Use equipment to maintain the individual in the appropriate position</p> <p>5.5 Encourage the individual's active participation in the manoeuvre</p> <p>5.6 Monitor the individual throughout the activity so that the procedure can be stopped if there is any adverse reaction</p> <p>5.7 Demonstrate how to report and record the activity noting when the next positioning manoeuvre is due</p>
<p>6 Know when to seek advice from and/or involve others when moving and positioning an individual</p>	<p>6.1 Describe when advice and/or assistance should be sought to move or handle an individual safely</p> <p>6.2 Describe what sources of information are available about moving and positioning individuals</p>

Unit content

1 Understand anatomy and physiology in relation to moving and positioning individuals

Anatomy and physiology of the human body: requirements eg working understanding of how muscles attach to skeleton, healthy joints workings eg how a muscle contracts, pairs of muscles move antagonistically, muscles can become slack through lack of use and make movement difficult or painful; types of joints and how they work eg hinge joints, pivot joints, saddle joints, ellipsoidal joints, gliding joints, ball and socket joints; how the arm moves; how the knee moves; how the spine works eg cervical, thoracic, lumbar, sacral and coccyx vertebrae, inter-vertebral discs, prolapsed discs

Impact of specific conditions: physical eg impairment to eye sight, hearing, speech, in pain, pressure sores, spasm/epilepsy, history of falls; psychological eg confused, aggressive, fully cooperative, unable to understand or help, agitated, disturbed or excitable which may make manual handling difficult; attachments eg IV lines, catheter, oxygen therapy

2 Understand legislation and agreed ways of working when moving and positioning individuals:

How legislation and agreed ways of working affect working practices: range eg current, local, UK and European legislation affecting procedures and practice including: Health and Safety at Work Act 1974 (England, Wales, and Scotland) Health and Safety at Work (Northern Ireland) order 1978, Lifting operations and lifting Equipment Regulation (1998) – LOLER, The Workplace (Health, Safety and Welfare) Regulations 1992, Manual Handling Operations Regulations 1992 (as amended 2004), Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995, Provision and Use of Work Equipment Regulations (PUWER) 1998, Management of Health and Safety at Work Regulations (MHSWR) 1999; Disability Discrimination Act (1995), Human Rights Act (1998), codes of practice and conduct, standards and guidance relevant to the individual's role, responsibilities and workplace eg moving and handling policies, health and safety policies, policies on information sharing, risk assessment documentation, individual care plans, infection control procedures, recording and reporting procedures; policies regarding working intimately with pupils, safe moving and handling techniques, untoward incident procedures.

Health and safety factors to be taken into account and any equipment used to do this: environmental hazards eg wet or slippery floor and items in the immediate area that could cause a trip or a fall, precautions for infection prevention and controls, ensuring any equipment is ready for use and fault free, individuals trained in the use of any equipment and have the skills for the moving and positioning required; any factors that might affect the individual's ability to move or position others eg physical disability or injury, pregnancy or other medical condition; procedures to minimise risk of injury (back injury) to the individual carrying out the moving and handling; importance of not dragging including effect on pressure sores; importance of wearing suitable clothing that allows free movement when bending or stretching; suitable, safe footwear, equipment eg hoists, slides, slide sheets, slings, pillows

3 Be able to minimise risk before moving and positioning individuals:

Access up-to-date copies of risk assessment documentation: ensure that risk assessment documentation is clear and up to date; check any changes noted and documentation updated accordingly

Preparatory checks using the individual's care plan and the moving and handling risk assessment: checks eg equipment to be used is safe, undamaged, fault-free and ready for use

Identify immediate risks: eg infection, danger or harm to the individual being moved, those assisting in the moving and handling, others within the environment, the environment itself and to the learner if moving and handling is not carried out correctly

Actions required: updating risk assessments and when and to whom to report

Conflict with plan of care: actions eg offer reassurance, not compromise the health and safety of self or individual being moved, access support from the appropriate people

Prepare immediate environment: actions eg ensure no hazards in the immediate environment that could cause trips or falls and that there is adequate clear space to undertake the required movement

Infection prevention and control: actions eg hand hygiene, use of protective clothing, disposal of waste products

4 Be able to prepare individuals before moving and positioning:

Demonstrate effective communication: ways eg use preferred spoken language or, as appropriate, signs, symbols, pictures, writing, objects of reference, communication passports, other non-verbal aids to communication, technological aids; where individuals use advocates (including parents or carers) enable them to express views, wishes or feelings, ensure that they are communicated with; ensure that individuals understand why they are being moved and handled in particular ways and how they can usefully cooperate in the procedure; agree the type and level of support required taking account of individuals' preferences and capabilities where these do not compromise safety

Obtain consent: aspects eg parental responsibility for the intervention according to the rules of the home nation, consent giver must do so voluntarily, must be appropriately informed of what the intervention entails

5 Be able to move and position an individual

Follow and communicate care plan: move and position according to care plan eg use correct technique, maximise individual's independence, self-respect and dignity, explain and communicate with others, agree on the techniques to be employed and who will do what, decide who will be in charge of the manoeuvre and coordinate the actions of others, provide clear and timely instructions, follow instructions, coordinating own actions with others if assisting

Aids and equipment: equipment eg hoists, slings and other equipment, condition, types eg transfer boards, designed to assist the individual to help himself or herself eg lifting handles, grab handles, raised toilet seats, patient hand blocks and lifting-seat chairs, locate and follow instruction manuals for using equipment, only use equipment that you have been trained to use

Monitor individual: monitor and communicate with the individual during moving and handling and stop the activity should there be an adverse reaction (pain or distress) consulting appropriately should this occur

Reporting procedures: note eg changes which may influence the moving and handling procedures, in care plan, carry out a new risk assessment whenever necessary

6 Know when to seek advice from and/or involve others when moving and positioning an individual

Seeking advice: timing eg where risk cannot be dealt with, where individual being moved has preferences that conflict with safe practice, where equipment appears to be worn, damaged or unsafe; seek assistance eg where techniques or equipment to be used require more than one person to use it safely, where working unaided would exceed personal handling limits, where individual care plan and/or risk assessment states, where organisational policies and procedures require it.

Sources of information and guidance: within the learner's setting eg policies, procedures and manuals and advice from other practitioners such as school nurse, welfare officer, physiotherapist or those advising on health and safety eg back care, sources external to the setting including local authority, primary care trust and organisations promoting health and safety and caring for those with physical disabilities

Essential guidance for tutors

Delivery

The unit could be delivered through a combination of tutor input, individual/small group research followed by presentations, and the use of case studies, visits or guest speakers. Active learning techniques should be used as much as possible, and learners should be encouraged to share their experiences of working in schools through employment, as a parent-helper or work experience. In particular, learners will need to familiarise themselves, under appropriate supervision, with the equipment used in their workplace. They will also need to spend considerable time in the workplace working with children and young people with mobility difficulties, getting to know them and their needs and preferences.

Learning outcome 1 requires learners to be familiar with the anatomy and physiology of the human body in relation to moving and positioning. The use of plastic anatomical models, DVDs and posters may all help learners to familiarise themselves with human anatomy and the way joints work. Learners should also be aware of risks to their own health through using incorrect moving and handling techniques, especially in relation to back problems; a visit from a back care adviser could be helpful. Learners will also need to understand how specific conditions can impact on moving and positioning; learners could be asked to research specific conditions and present their findings to the group, outlining the main characteristics of the condition and the considerations that will need to be taken account of in deciding appropriate handling techniques and in ensuring the safety of the pupil being moved, those helping them and other adults and pupils.

Learners will need to be made aware of the relevant sections of the legislation that covers moving and positioning and to discuss the implications for their own work. They could be asked to bring in samples of policies within their own school and to discuss the similarities and differences between them. Learners should also look at samples of individual care plans and risk assessment forms. Working in pairs or small groups, learners could be given scenarios and asked to complete care plans and risk assessment forms from the information given for discussion with the whole group.

Learners will also need to become familiar with the type of equipment typically used to support the movement of individuals, when they should be used and techniques to ensure that they are used safely. This could be achieved through a guest speaker demonstrating the aids and answering learners' questions and through the use of video clips showing their use. Learners will need to be familiar with equipment used in their own setting and have opportunities to use it under appropriate supervision and guidance. Learners could complete a short guide to a piece of equipment used in their setting to include when and how it should be used, how any health and safety risks could be minimised and how to check the equipment before use.

Video clips and case studies of preparing to move and moving individuals could provide the basis for discussions of the kind of issues learners could face in their own work environment and how to deal with them. Learners could also create a checklist to be completed before moving an individual.

Knowing how to communicate effectively with the individuals being moved or positioned and other colleagues assisting with the move is an important part of this unit. Role playing could be useful here: working in pairs, learners could play the part of the carer or the person being moved or positioned (this could involve some positioning of arms, legs, hands etc. but not lifting or moving); learners could discuss how it felt to be positioned in this way, how their role-playing partner helped by offering explanations and communicating with them. This could lead to discussions on how to provide active support and the rights of the individual to respect, choice and wellbeing. This could be supplemented by inviting someone with impaired mobility to talk about their experiences and the preparation of questions to ask him/her that could develop learners' understanding and help them to improve their practice.

For learning outcome 6, learners could investigate the sources of information available in their own setting and describe the roles and responsibilities of colleagues who are able to offer advice and support, internal and external to the setting. Learners could use the internet to research organisations and websites where further information and support can be accessed.

Assessment

Learning outcomes 3, 4 and 5 must be assessed in a real work environment using observation of performance as a key assessment method.

Suggested assessment activities

For learning outcomes 1, 2 and 6, plus assessment criterion 5.3, the learner could prepare a manual for new staff in their setting on how to move and position children and young people with mobility difficulties in their setting. The manual should include:

- an explanation of human anatomy and physiology as it relates to moving and handling individuals, both for the support worker and the individual being moved
- a description of physical conditions, psychological conditions or attitudes and where an individual is attached to medical equipment which may impact on moving and positioning with an explanation of the actions to take
- an outline of the main legislative frameworks which govern the moving and handling of individuals and the relevant policies and procedures of the setting
- a description of health and safety issues with a checklist to be completed before moving an individual
- examples of risk assessment forms and individual care plans used in the setting with guidance on how they should be used, updated and stored and what needs to be reported to others and how
- a description of the equipment used in the setting, procedures, techniques for its use, and checking and reporting procedures for any damage
- a description of the roles and responsibilities of others internal and external to the setting who could offer support and advice on moving and positioning individuals
- sources of additional information internal and external to the setting.

Learning outcomes 3, 4 and 5 must be assessed in the workplace using observation as a key source of evidence. Depending on the situation, either direct observation by the assessor or expert witness testimony (or a combination) could be used.

When identifying opportunities for observing a learner working with a pupil with mobility issues, assessors may also like to consider any opportunities for assessing competence-based criteria for the following Level 2 units (where relevant to the learner) which have links with this unit:

- *Unit 5: Maintain and support relationships with children and young people*
- *Unit 7: Support children and young people's health and safety*
- *Unit 17: Provide support for therapy sessions*
- *Unit 20: Support children and young people with disabilities and special educational needs*

Evidence from observation and witness testimony could be supported by evidence of work products such as completed documentation including updated risk assessments and individual care plans. The learner could complete a reflective account of working with a pupil including their individual preferences and capabilities and how the learner took these into account when providing support. The account could include examples of how the learner communicated with the pupil (or his/her advocates), how they ensured valid consent was obtained and how they monitored and reacted to any adverse response or change in the pupil's mobility.

Witness testimony from experts such as a school nurse or therapist could supplement direct observation, especially for infrequent or sensitive situations.

Professional discussion could be used for the learner to explain what they would do if an individual's preferences conflicted with health and safety considerations and what adverse reactions they should be alert to and the actions that they would take.

Essential resources

As this is a competence unit, learners must be directly involved in contributing to moving and positioning at least one pupil in a school.

It is essential that learners have access to an appropriately qualified person to deliver this unit.

Indicative resource materials

Textbooks

Carlin J - *Including Me: Managing Complex Health Needs in Schools and Early Years Settings* (Council for Disabled Children and Departments for Education and Skills, 2005) ISBN 1 904787 606

Griffin S - *Inclusion, Equality and Diversity in Working with Children* (Heinemann, 2008) ISBN 978-0435402402

Kamen T - *Teaching Assistant's Handbook: NVQ and SVQ levels 2 & 3* (Hodder Education, 2008) ISBN 978-0340959381

Burnham L - *S/NVQ Level 2 Teaching Assistant's Handbook: Supporting Teaching and Learning in Schools* (Heinemann, 2008) ISBN 978-0435449308

Nolan Y - *NVQ/SVQ Level 2 Health and Social Care Learner Book* (Pearson Revised Edition, 2008) ISBN 978-0435466985

Revised Carer's Guide to Safer Moving and Handling of People (3rd edition) to be published by the Back Care organisation

Journals

Times Educational Supplement

Websites

www.creid.ed.ac.uk	Centre for Research in Education Inclusion and Diversity
www.education.gov.uk	Department for Education - guidance for schools in England
www.equalityhumanrights.com	Equality and Human Rights Commission
www.teachernet.gov.uk	Resources for teaching and learning
www.sja.org.uk	St John Ambulance - advice on moving and handling individuals
www.hse.gov.uk	Health and Safety Executive (England and Wales) - guidance for schools on risk assessments
www.hseni.gov.uk	Health and Safety Executive (Northern Ireland)
www.livingmadeeasy.org.uk/	Disabled Living Foundation - provides advice on equipment for physically disabled children
www.rospa.com	Royal Society for the Prevention of Accidents - advice on occupational safety
www.backcare.org.uk/	Advice on caring for your back

Unit 15: Prepare and Maintain Learning Environments

Unit reference number: D/601/7417

Level: 2

Credit value: 3

Guided learning hours: 18

Unit aim

This unit aims to demonstrate competence in preparing and maintaining learning environments. This involves setting out learning environments and preparing materials as well as maintaining the learning environment and resources during activities. Health, safety and security are key considerations throughout this unit.

Unit introduction

Learners will explore the context in which learning takes place, as well as the underlying structures, policies and procedures that apply to the particular educational establishment in which they work.

Learners will examine aspects of the legislative framework, especially those aspects that relate to health and safety and safeguarding children. Learners will be able to explore their own role within a complex organisation and their relationships with teachers, other colleagues and pupils. Learners prepare resources, materials and recording documentation to support particular areas of the curriculum.

The unit is also about supporting the organisation of the learning environment, working under the direction of the teacher to prepare and maintain this effectively. These activities may be for a whole class, an individual or groups of pupils. Learners will gain an understanding of how to support pupils to participate in class and to work on individual activities within a safe working environment.

The learning environment is any area, inside or outside the school or college setting, which is used to support teaching and learning. These may be general teaching areas or specialist areas such as those for science, art or PE. It also includes outside areas such as the playground, games field, garden areas or educational visits.

On completion of this unit, learners will be able to organise and prepare learning environments. All learners will prepare learning materials that are safe and appropriate to the setting, age range and needs of pupils, monitor and maintain learning environments and resources to secure conditions that are conducive to learning for a variety of pupils.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to prepare learning environments	1.1 Describe the importance of health, safety and security in learning environments 1.2 Organise learning environments to meet the requirements of the planned learning activities, the age range of learners involved and any particular needs of the learners 1.3 Identify potential hazards in the learning environment and take action to minimise risks 1.4 Check that the necessary safety equipment is available and functional 1.5 Set out learning resources so that learners are able to participate safely and effectively in the planned activities
2 Be able to prepare learning materials	2.1 Follow relevant manufacturers' instructions and health and safety requirements when preparing learning materials 2.2 Prepare learning materials of the quality and quantity required 2.3 Use materials carefully to minimise waste 2.4 Dispose of waste materials safely and with due regard to recycling opportunities and sustainable development

Learning outcomes	Assessment criteria
<p>3 Be able to monitor and maintain learning environments and resources</p>	<p>3.1 Describe how environmental factors may affect the learning process and how they should be adjusted for different types of activities</p> <p>3.2 Monitor and adapt the physical environment as needed to: maintain health, safety and security, maintain the comfort of learners and adults, make the best use of the space available for activities and ensure access and ease of movement for all</p> <p>3.3 Support learners to: select learning resources and materials relevant to their learning tasks and use resources safely and correctly</p> <p>3.4 Demonstrate ways of supporting learners to accept responsibility for: the safe use and care of the environment, equipment and materials and returning equipment and materials to the appropriate place after use</p> <p>3.5 Follow organisational procedures for reporting deficiencies, damage and shortfalls in stocks of equipment and materials</p>

Unit content

1 Be able to prepare learning environments

Health, safety and security in learning environments: range of consideration eg organisation's health and safety policy, resources and materials for teaching and learning, teaching and learning activities, role of the teaching assistant in assessment, guidance for health and hygiene, safety, security and supervision in the learning environment including access to premises, store rooms and storage areas, equality of opportunity eg avoiding stereotyping, valuing diversity and multi-culturalism

Organise learning environments: consider eg objectives of learning activities, involving pupils in learning, classroom, indoor environment, outdoor environment, play areas and educational visits, the age range of pupils involved eg age appropriate boundaries, language, vocabulary used for instructions, responsibility for self, independence, particular needs of the pupil

Identify potential hazards: ways eg risk assessments, being aware of any safety concerns or issues when taking pupils out of the setting, chemicals, equipment, weather conditions, transport

Safety equipment: checks eg location and contents of first aid box, fire extinguishers, fire blankets, emergency alarms and emergency exits; location of other relevant safety equipment eg circuit breakers, cable guards, mats for PE, safety goggles for science activities; safety checks

Set out learning resources: types eg furniture and equipment needed to support the learning activity, handouts, worksheets and books; consumables eg pencils, rulers, paper, paints, cooking ingredients, equipment for physical play, equipment for displays

2 Be able to prepare learning materials

Health and safety requirements when preparing learning materials: take account of eg policies, compliance, knowledge and instructions relating to specific equipment eg ICT, electrical, scientific, PE, food technology

Prepare learning materials: considerations eg availability and location of equipment, resources for teaching, learning and assessment, requisitions, practical skills eg labelling, cutting, mounting, display, books, setting out materials as directed, written eg handouts and worksheets, paper, paints, cooking ingredients

Minimise waste: ways eg encourage pupils to return materials as directed, reporting shortages, check condition of materials and equipment after use, repair, recycle, recording removal and return of equipment, securing best value when sourcing materials

Dispose of waste materials: ways eg encourage pupils to dispose of waste in a safe and responsible manner, supervising

3 Be able to monitor and maintain learning environments and resources

Environmental factors: effects eg light, temperature, ventilation, seating, writing space, ICT equipment, pupil ratios, conducive to learning

Monitor and adapt the physical environment as needed: check eg policy, internet usage, hazards, warning notices, guidance for health and hygiene, security and supervision in the learning environment including access to premises, storerooms and storage areas, safeguarding regulation, comfort of pupils and adults; use of the space, appropriate physical environment, quiet working areas, discussion areas, group working spaces, circle time; access and ease of movement for all, access routes, special needs, disability, barriers to movement, obstacles, directions, sign posting

Support learners: ways eg furniture and equipment needed to support the learning activity, handouts, worksheets and books

Learners to accept responsibility: ways eg modelling best practice, adherence to policies, routines, praise, assistance, supervising, guiding, advice, give instructions eg organisation, tidying, labelling, notices, monitoring return of items, pupil monitors, praise, rewards

Organisational procedures for reporting deficiencies, damage and shortfalls: range eg policy, practice, routines, requirement for resources and materials, stock taking, record keeping systems, procedures for completion of forms

Essential guidance for tutors

Delivery

Some of the knowledge and understanding for this unit may come from learner research or practical work experience, whilst some will be gained in the classroom or from observed practice in a work placement. The unit gives learners an overview of the context in which learning takes place.

Delivery may be a mixture of tutor input and guiding learners in selecting appropriate materials, including electronic resources or subject-specific equipment. The use of DVD/video material, where possible, would complement delivery. Visiting specialist speakers would enhance learner experience significantly, for example, health and safety specialists or subject-specific advisers, particularly for those learners who do not have permanent access to a setting or who have limited access to a setting. However, work experience is needed to allow learners to develop their own role and they may keep a diary or log and reflect regularly on their role and personal development.

Learning outcome 1 needs to be delivered at an early stage as it will enable learners to see their role and responsibilities in supporting teachers and pupils within the context of the learning environment. Roles and responsibilities may differ slightly depending on the job role and type of setting the learner has experience of or they are working in. This could be determined by the age range of the pupils they support.

Learning outcome 2 covers the knowledge and understanding of how to prepare and organise learning materials. In this regard, learners will find it useful to draw on scenarios from their own relevant work experience or on example scenarios presented by the tutor or visiting speakers. Learners could work collaboratively to create appropriate materials for a range of scenarios and age ranges. They could also carry out risk assessments for such scenarios where the learning activities take place in a variety of physical sites and environments.

Learning outcome 3 requires learners to gain an understanding of the process of preparing, using and storing the resources and materials that support learning. This is an essential and valuable part of a teaching assistant's role. Learners are required to bring their own judgement to creating an environment where pupils can maximise their learning. Learners should have opportunities to practise exercising judgement and to support pupils. Delivery could engage learners in observing the learning environments prepared by others and logging the variety of ways in which the needs of the pupils had been provided for and how they could be better prepared in future. Delivery may also engage learners in observing experienced practitioners promote the safe and appropriate use of resources by pupils and noting the behaviours they engage in to ensure this. A discussion group where learners share their observations is an effective way of ensuring they develop and understand their responsibilities and the complexity of the role.

Assessment

Assessment criteria 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 3.4 and 3.5 must be assessed in the workplace.

Suggested assessment activities

Learners should supplement their evidence for learning outcome 1 with descriptions or examples of practical work where possible. Evidence could come, for example, from activities learners have undertaken on their work experience. To satisfy learning outcome 1, learners could produce a summary that describes the importance of health, safety and security in a learning environment they have worked in and go on to explain how they organised the learning environment in the context of specific learning and the materials they provided. This should be supplemented with a risk assessment that learners carried out to identify potential hazards and safety issues.

Learning outcome 2 requires learners to demonstrate how they have crafted and adapted learning materials, or organised the learning environment, to enable learning objectives to be met. Evidence could take the form of a fact-sheet or checklist that they have created for other support workers to use should they need to prepare the learning materials for the same learning activities in the future. This should take in to account the setting, age range of pupils and their particular needs. This should then be supplemented with evidence that illustrates how followed relevant instructions and health and safety requirements when preparing learning materials of the required quality and quantity, minimised waste and reused or recycled them.

The final learning outcome needs to embrace all aspects of the learning environment as covered in the unit content. Learners must explain how they have monitored and maintained the resources and materials, as well as the character of the learning environment, to meet the needs of pupils and how they have supported pupils in understanding the need to take responsibility for resources and for the safety of themselves and others. The evidence to support learning outcome 3 could build on the evidence required for learning outcome 2 through learners using their factsheet or checklist for an activity they have supported and evidence how it was used to assess the resources, materials and learning environment. To successfully address this learners will also need to provide evidence in the form of a written commentary that explains how they enabled pupils to understand their responsibilities for selecting appropriate resources from a range offered to them, working responsibly in a secure environment respecting the safety needs of all fellow pupils and contributing to a climate that enables learning to take place. Evidence for learning outcomes 2 and 3 could be presented together as a sustained piece of work.

Essential resources

As this is a work-based programme, all learners will either be directly involved in working as part of a team or have access to situations or schools/organisations where adults work in teams to support teaching and learning activities. All learners will need an opportunity to participate in a team activity within the teaching and learning environment.

Indicative resource materials

Textbooks

Bulman K and Savory L — *BTEC First Children's Care, Learning and Development* (Heinemann, 2006) ISBN 978-0435499068

Burnham L — *S/NVQ Level 2 Teaching Assistant's Handbook, 2nd Edition* (Heinemann, 2008) ISBN 978-0435449308

Burnham L — *Supporting Teaching & Learning in Schools* (Heinemann, 2010) ISBN 978-0-435032-03-6

Dryden L — *Essential Early Years* (Hodder Arnold, 2005) ISBN 0340888776

Interactive Tutor Resource for Teaching Assistants S/NVQ Levels 2/3 (Heinemann, 2008) ISBN 978-0435117252

Lang R — *The Art of Positive Communication* (Nasen/David Fulton, 2005) ISBN 978-1843123675

Minett P — *Child Care and Development* (Hodder Arnold, 2005) ISBN 978-0340889152

Ward S, Walker J, Snaith M and Bulman K — *BTEC First Children's Care, Learning and Development Assessment and Delivery Resource* (Heinemann, 2006) ISBN 978-0435402242

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

qualifications.pearson.com	Pearson qualifications
www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
www.hse.gov.uk	Health and Safety Executive
www.open.ac.uk	The Open University
www.tda.gov.uk	The Training and Development Agency for Schools
www.teachernet.com	Teachernet

Unit 16: Provide Displays in Schools

Unit reference number: K/601/6500

Level: 2

Credit value: 3

Guided learning hours: 15

Unit aim

This unit provides the knowledge, understanding and skills required to provide displays in schools. It requires demonstration of competence in designing, setting up, maintaining and dismantling displays as well as involving pupils in the design and development of displays.

Unit introduction

This unit is for learners who have responsibilities that include creating, maintaining and dismantling displays. In the context of a school, displays will generally be designed to support teaching and learning and/or celebrate achievement.

This unit covers identifying the purpose of the display, designing the display and deciding what it will contain, and gathering together materials for the display. It also covers the need to ensure the display is safe, keeping it tidy and removing the display when it is no longer required.

In schools, the teacher or other lead professionals may advise on the purpose, content and nature of displays and this unit assumes that pupils would be active participants in providing materials for display.

Learners will describe the school's policy in relation to displays and will demonstrate how they are able to apply it in the workplace by creating displays in partnership with pupils and professionals that are appropriate to the relevant setting and reflect their purpose.

Learners will know how to maintain displays and the necessary actions to ensure that they enhance the learning environment and support teaching and learning.

All learners will understand the significance the quality of displays has in terms of recognising and celebrating pupil achievements and attainment and the importance of keeping them current and when and how to remove them safely.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the school policy and procedures for displays	1.1 Describe the school policy for displays 1.2 Describe the importance and purposes of displays in the school 1.3 Describe how displays are used in the learning process 1.4 Describe the requirements and procedures for carrying out a risk assessment for displays
2 Be able to design displays	2.1 Plan the design and content of the display to meet an agreed purpose 2.2 Involve pupils in planning the design and content of the display 2.3 Encourage pupils to develop materials for the display 2.4 Select and create materials relevant to the purpose of the display
3 Be able to set up displays	3.1 Locate the display in an appropriate and accessible place for users 3.2 Display all relevant material 3.3 Use clear labelling and layout to acknowledge and celebrate pupils' work 3.4 Check that the display meets relevant health, safety, security and access requirements
4 Be able to maintain displays	4.1 Identify the optimum time duration for the display by reference to its theme, purpose and materials used 4.2 Maintain the display in a tidy, clean and correctly laid out condition 4.3 Monitor the display for stability and safety and take appropriate action if required 4.4 Assess the display regularly for its continuing usefulness and attractiveness 4.5 Add to, amend and update the display as required by its theme and use

Learning outcomes	Assessment criteria
5 Be able to dismantle displays	5.1 Dismantle the display as soon as it is no longer required 5.2 Store or return materials and equipment used in the display in accordance with school policy and procedures 5.3 Dispose of waste materials safely and with due regard to recycling opportunities and sustainable development

Unit content

1 Understand the school policy and procedures for displays

School policy for displays: policy eg house style, colour schemes, font style, sizes, borders, graphics, text, objects, photographs, pupil identification, subject specific

Importance and purposes: reasons eg attract attention, raise awareness, educate, inform, celebrate, decorate, improve the quality of the learning environment, enrich teaching

Displays in the learning process: purpose eg provide information, signpost resource, standards, model outstanding work, inspire, stimulate creativity, celebrate, achievement, diversity, prompt feedback, create a sense of community

Risk assessment for displays: procedures eg maintain an appropriate balance between effective visual presentation and security of material, protect material from damage or theft, stability, safety, breakables, hazardous, hygiene

2 Be able to design displays

Design and content of display: aims eg learning objectives, school ethos, artistic, craft, audience

Involve pupils: ways eg enthuse, identify appropriate groups, individuals, interests, take ownership, consult, organise

Encourage pupils to develop materials for the display: consumables eg pencils, rulers, paper, paints, fabrics, design graphics, text and objects; use ICT, internet, be hands on

Select and create relevant materials: clarify intended outcome eg appropriate, illustrative, age range, ability range; securing best value when sourcing materials

3 Be able to set up displays

Locate display: create optimum impact eg accessibility, setting, purpose, wall mounted, stand alone, 2D, 3D, multi media, age range, pupil height, disabilities

Display all relevant material: select eg subject-specific materials, archive material or facsimile, signs and explanations, leaflets and supplementary material, general promotional material, information, events, date, time, location, contact details, names, phone, emails

Use clear labelling and layout: layout eg titles, text, pupils' names, rewards, certificates, stars, merits, record of achievement

Health, safety, security and access requirements: health and safety policy eg disabilities, special needs, gifted and talented pupils, equality of opportunity, avoiding stereotyping, values diversity

4 Be able to maintain displays

Display duration: options eg permanent, temporary, calendar of curriculum delivery, learning objectives

Maintain display: ways eg monitor, review, refresh, protective covering

Monitor display: ways eg if unsafe take action, refurbish, replace

Assess display regularly for its continuing usefulness and attractiveness: optimum time duration for the display eg reference to its theme, purpose and materials used, condition of materials, hygiene, torn, faded

Add to, amend and update the display: assess eg fit for purpose, additional information, update, library loans

5 Be able to dismantle displays

Dismantle: promptly remove eg safely, store, pupil's work, records, returning resources

Store or return materials and equipment: policy awareness eg return materials as directed, recording removal and return of materials

Dispose of waste materials safely: ways eg safe and responsible manner, reporting shortages, check condition of materials and equipment after use, recycle

Essential guidance for tutors

Delivery

Some of the knowledge and understanding for this unit may come from learner observations, research or practical work experience and some will be gained in the school or from observing displays and notice boards in a variety of educational establishments or learning environments. The unit provides opportunities for learners to observe 'display' in a number of settings for the purpose of developing not only their eye for designs that attract attention but also to develop their understanding of how to create displays that commands interest from different audiences and are fit for purpose. Therefore, delivery of this unit should actively engage learners in observing people, so they can cultivate their own presentational skills.

Delivery requires tutors to enable learners to observe displays and reflect on the importance and purposes of displays in schools. Learners need opportunities to describe the school policy for displays before they begin to understand how displays can be used to inform the learning process. Their understanding and reflections on the displays they have seen can be developed in group discussions and learners may then bring the knowledge they gain from these experiences to their own planning and designing.

Group discussion is a useful medium in which learners can share their observations about how to set up, maintain and remove displays. Learners should have opportunities to discuss how to select where specific displays for specified purposes would be best located in their school, which material would be relevant for what purposes and how to label items and arrange them for maximum impact. Learners should be given opportunities to engage with professionals experienced in displaying materials in schools and it could be that this element of delivery is supported by an 'artist in residence' or representative from the media or advertising and marketing.

Learners need to understand how to ensure displays are safe and the importance of securing valuable items that form part of the display as well as items that belong to others. Learners could develop a checklist to ensure they check that any planned display meets relevant health, safety, security and access requirements.

A group of learners could plan displays together and discuss the optimum time duration for the display as determined by the theme and purpose as well as the selection of materials used to ensure that they are durable and matched to the life of the display. Alternatively learners could each be tasked with planning their own display for the same identified purpose and the learning points could be drawn from a discussion within the group about why they chose the materials for their individual display and how they determined the life of that display.

The care of displays could be taught with guidance on how to maintain them and the need for learners to establish routines for monitoring their condition and assessing if they are still fit for purpose, and acting accordingly. Similarly, learners could be taught how to remove and store equipment from displays safely. A group discussion about how to recycle materials and retain them in good condition and, where relevant, ensure that examples of pupil work are returned to the appropriate people will develop learner understanding of these tasks.

Assessment

Assessment criteria 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2 and 5.3 must be assessed in the workplace.

Suggested assessment activities

A single statement from an expert witness may cover more than one of the assessment criteria. In some instances, however, it may be necessary to seek statements from more than one expert witness in order to cover the requirements of this unit.

Learners may wish to include records from an expert witness or training mentor of discussions they had about their understanding or from teachers and other professionals in the working environment that have informed their displays. These could be supplemented by any other evidence that was produced during the activities or tasks, such as notes, emails or records. It is appropriate for learners to submit sketches that illustrate how they planned the displays and photographic evidence, where photographs are restricted to the display.

Assessment for learning outcome 1 requires learners to describe the school policy for displays, their importance and purpose and how they are used in the learning process. This could be in the form of a presentation describing their understanding and the requirements and procedures for carrying out a risk assessment for displays. The presentation could be made to other learners or to a group of colleagues in the school they work in.

Learning outcomes 2, 3, 4 and 5 could be assessed in an extended piece of work, a personal log that reflects the learner's own role, responsibilities and skills in respect of designing, setting up, maintaining and removing displays in the workplace. The portfolio of evidence could contain sketches of plans for displays with narrative that explains how they designed them to meet a specific purpose, involved the pupils in their development and creation or sourcing of materials, and how they selected relevant materials and excluded other items.

Witness statements or records of conversations about the aims and objectives of a particular display, or about which pieces of pupil work should be included, can also be submitted as contributing evidence. The sketches could be annotated and coloured to illustrate how materials were to be used, examples of fonts used for labelling, of fabrics, colour schemes and borders. The portfolio would include explanations of decisions that informed the location of displays in an appropriate and accessible place and include sketches that informed the labelling and layout and that were used to acknowledge and celebrate pupils' work. It should contain evidence about how learners checked that displays met relevant health, safety, security and access requirements and this could be supported by witness statements from the health and safety representative in the school.

Evidence of maintaining the displays could be in the form of a timeline that records how they determined the optimum time duration for each display and how learners ensured they remained tidy, clean and correctly laid out during that time and what actions they took to keep them useful, up to date and attractive. Also, once the displays have ceased to be relevant or useful, learners could explain in their portfolio the factors they considered before dismantling the displays and how they disposed of them in a safe and responsible manner, checking the condition of materials and equipment after use and ensuring that pupil work was appropriately returned.

Essential resources

As this is a work-based programme, all learners will either be directly involved in working as part of a team or have access to situations or schools/organisations where adults work in teams to support teaching and learning activities. All learners will need to be provided with an opportunity to participate in a team activity within the teaching and learning environment.

Indicative resource materials

Textbooks

Burnham L — *S/NVQ Level 2 Teaching Assistant's Handbook, 2nd Edition* (Heinemann, 2008) ISBN 978-0435449308

Burnham L – *Supporting Teaching & Learning in Schools* (Heinemann, 2010) ISBN 978-0-435032-03-6

Lang R — *The Art of Positive Communication* (Nasen/David Fulton, 2005) ISBN 978-1843123675

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qualifications.pearson.com	Pearson qualifications
www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
www.hse.gov.uk	Health and Safety Executive
www.open.ac.uk	The Open University
www.tda.gov.uk	The Training and Development Agency for Schools
www.teachernet.com	Teachernet

Unit 17: Provide Support for Therapy Sessions

Unit reference number: D/601/9023

Level: 2

Credit value: 2

Guided learning hours: 14

Unit aim

This unit is aimed at those working in a wide range of settings. The unit provides the learner with the knowledge and skills needed to support individuals participating in therapy sessions. It covers preparation, support, observation, recording and review of therapy sessions.

Unit introduction

Learners completing this unit will be able to work with children and young people to support them before, during and after therapy sessions.

Therapy sessions include those designed to improve physical, mental and emotional wellbeing. Learners will develop an understanding of the range of therapeutic interventions available to children and young people and the main features and possible benefits of each. Learners will understand how to prepare for therapy sessions, including identifying risks and hazards and how to deal with these. They will understand the importance of preparing the children and young people with whom they work for therapy sessions, including establishing wishes and preferences and in dealing with fears and concerns.

Following completion of the unit, learners will be able to provide effective support for the therapist including understanding the importance of following directions and knowing when and how to report concerns and issues. They will be familiar with documentation and records used to support therapy sessions and be able to contribute to these appropriately, understanding the need for confidentiality.

Learners will be able to support the therapist by contributing to observations and using their knowledge and understanding of the children and young people they support to inform reviews of the therapy sessions. As this is a competency unit, learners will need to be providing support for at least one pupil involved in a therapeutic programme.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the benefits of therapy sessions	1.1 Identify different types of therapy sessions in which an individual may participate 1.2 Describe how therapy sessions can benefit an individual
2 Be able to prepare for therapy sessions	2.1 Establish own responsibilities in preparing for a therapy session 2.2 Identify with the individual their preferences and requirements for the therapy session 2.3 Follow instructions to prepare the environment, materials, equipment and self for the session
3 Be able to provide support in therapy sessions	3.1 Provide support during a therapy session that takes account of: the therapist's directions and the individual's preferences and requirements 3.2 Promote the active participation of the individual during the session 3.3 Describe ways to overcome fears or concerns an individual may have about a therapy session
4 Be able to observe and record therapy sessions	4.1 Agree what observations need to be carried out during therapy sessions 4.2 Agree how observations will be recorded 4.3 Carry out agreed observations 4.4 Record agreed observations as required
5 Be able to contribute to the review of therapy sessions	5.1 Contribute to a review of therapy sessions to identify issues and progress 5.2 Contribute to agreeing changes to therapy sessions with the individual and others

Unit content

1 Understand the benefits of therapy sessions

Therapy sessions in which an individual may participate: types eg occupational therapy, physiotherapy, behavioural therapy, therapeutic programmes such as for speech and language, hydrotherapy, aromatherapy

Benefits: eg maximising movement potential, rehabilitation from accident, injury or surgical treatment, reducing pain and discomfort, avoiding complications from specific conditions, improving mental health, increasing wellbeing, relaxation and stress reduction, helping children and young people understand and cope with the world around them, helping children and young people to manage their own behaviour, increasing self-worth and social integration, improving and overcoming speech, language and communication difficulties

2 Be able to prepare for therapy sessions

Own responsibilities: range eg check with others role in preparing the individual and the environment ahead of the therapy session, identify and address any health and safety issues or risks, reporting as required; seek clarification if responsibilities are unclear, refer to others where responsibilities exceed capabilities

Individual's preferences and requirement: factors eg allow advocates and interpreters (including parents and carers) to express their views, wishes or feelings, explain before, during and after the therapy session, communicate with the individual, agree requirements, check understanding, communicate individual's wishes to others involved in the therapy where appropriate

Follow instructions to prepare: factors eg identify, with others, how the environment needs to be prepared and by when, report any difficulties, identify hazards following the school's procedures; locate required materials, report any that are missing; prepare equipment according to instructions, report damaged, worn or faulty equipment as appropriate and ensure therapist is aware; prepare

3 Be able to provide support in therapy sessions

Therapist's direction: follow instructions eg seek clarification if unsure, report immediately any difficulties in complying with instructions, report where directions contradict individual's wishes or requirements, make therapist aware of difficulties, pain or stress in the individual participating in therapy when carrying out directions

Individual's preferences and requirements: range eg check records of discussions with the individual of preferences and seek clarification if any are unclear or where circumstances have changed, ensure that individual's preferences and requirements are understood and agreed

Promote active participation: ways eg recognise that therapy is a collaborative process between individual and therapist, explain what is happening and why in a way that the child or young person can understand and using their preferred method of communication, check understanding, listen and act on feedback and response, encourage the individual to do as much for themselves as possible within their capabilities

Overcome fears or concerns: ways eg listen to the individual's concerns, identify any signs that the child or young person has fears or concerns that they have not communicated verbally eg body language, aggressive, fretful or withdrawn, check understanding of the concern with the child or young person, provide reassurance about the nature and content of the therapy session, highlight concerns or issues unable to resolve to the therapist, seeking their support to allay the individual's fears, develop a supportive relationship with children and young people participating in therapy

4 Be able to observe and record therapy sessions

Agree observations: agree eg with therapist, and others where appropriate, observations ensure individual requiring support understands and is happy with the observations being made

Agree how observations will be recorded: ways eg how the observations will be recorded, ensure knowledge of and compliance with local, UK and European legislation and the school's policies and procedures for accessing records, recording, reporting, information sharing and confidentiality

Carry out agreed observations: ways eg follow agreed arrangements before, during and after the therapy session, check observations with appropriate people and against agreed outcomes, identify and report any issues or difficulties with carrying out the agreed outcomes

Record agreed observations as required: ways eg record observations using agreed format and documentation, maintain confidentiality agreements and act according to legal and organisational requirements

5 Be able to contribute to the review of therapy sessions

Contribute to a review of therapy sessions: ways eg identify any issues or problems in relation to therapy sessions, work with child or young person and others to identify the effectiveness of the therapy session, draw on records and observations where appropriate; report on any significant changes or difficulties

Agreeing changes to therapy sessions: ways eg use knowledge of child or young person in contributing to agreeing changes, seek the participation of the child or young person in decisions about future therapy sessions, ensure that individuals, parents and carers understand and are happy with the proposed changes, ensure any changes are recorded in line with organisational requirements

Essential guidance for tutors

Delivery

The unit could be delivered through a combination of tutor input, individual/small group research followed by presentations, and the use of case studies, visits or guest speakers. Active learning techniques should be used as much as possible, and learners should be encouraged to share their experiences of working in schools through employment, as a parent-helper or work experience. Learners will need to spend time in the workplace working with children and young people participating in therapy sessions, getting to know them and their needs and preferences.

Learning outcome 1 requires learners to know about the different types of therapy that children and young people may be offered and the particular benefits of each. Activities that develop this knowledge and understanding should be delivered early in the programme. A tutor-led discussion of the types of therapy available and their purposes - improve physical mobility, reduce pain, improve wellbeing, help children and young people to make informed choices, help children and young people to understand themselves and others so increasing their social skills, improve communication skills etc. would be helpful. Visits to therapy suites/units would be helpful, or viewing DVD/video clips of these. Learners could prepare a short presentation for the group on a form of therapy that takes place in their own setting, giving an overview of the therapeutic process and the benefits derived by the children and young people participating.

Learning outcomes 2, 3, 4 and 5 relate to the learner's ability to provide support for therapy sessions in their own workplace. Visits from therapists, for whom learners could prepare questions, could explain the kind of preparation and support they require during therapy sessions. Follow-up discussions could consider the possible benefits that a support worker with detailed knowledge of the pupils they support, and who already has established trustful relationships with those pupils, could bring to the therapeutic process.

Video clips and case studies of therapy sessions could provide the basis for discussions of the kind of issues learners could face in their own work environment and how to deal with them.

Knowing how to communicate effectively with children and young people, the therapist and other colleagues is an important part of this unit. Learners need to understand and debate the importance of following the therapist's instructions, checking when they are unclear and what they should do if they have concerns about the individual's response to the therapy, during or after the therapy session. Learners also need to discuss the kind of anxieties the children and young people have about therapy, how these might manifest themselves, and to practise techniques for allaying fears. Role playing could be useful here: working in pairs, learners could play the part of the support worker or the individual undergoing therapy, discussing any fears or concerns and establishing and recording the individual's wishes and preferences. Follow on discussions could consider how to provide active support and the rights of the individual to respect, choice and wellbeing and how to balance this with health and safety.

Working in pairs or small groups, learners could develop a guide to preparing for a therapy session to include: the kinds of equipment, materials and documentation that needs to be available for different types of therapy, a checklist for hazards and

risks, a brief outline of how to deal with observed risks, hazards, missing or damaged materials and equipment, incomplete documentation, guidance on hygiene and infection control, including disposal of materials.

It is important that learners understand the need for observing, reporting and reviewing therapy sessions. Learners could bring in samples of reports, observations and review documentation (anonymised so that individuals cannot be recognised) and discuss the similarities and differences between them. They could consider ways of improving the usefulness of the documentation, identifying where information is incomplete or unclear.

Learners should also identify the policies and procedures relating to confidentiality and information sharing in their own setting and understand how these relate to legislation. Case studies and what-if scenarios could be used to discuss how support staff could contribute to the review process using their knowledge of the pupil outside the session and the relationship they have established with him/her, while recognising the expertise and professional judgement of the therapist and other colleagues.

Assessment

Learning outcomes 2, 3, 4 and 5 must be assessed in a real work situation.

Suggested assessment activities

Below, for guidance only, are examples of assessment activities that may be used to satisfy the assessment criteria for this unit. However, centres are free to develop their own assessment activities and/or adapt those outlined below to meet local needs and resources.

For learning outcomes 1, the learner could prepare a short guide to therapy for a new staff member. The guide should describe the different types of therapy that they may encounter and provide support for, describing the main features and potential benefits of each.

Learning outcomes 2, 3, 4 and 5 must be assessed in the workplace using observation as a key source of evidence. Recognising the sensitivity of many therapy sessions and the impact that the presence of an additional person could have on the therapeutic process, it is likely that witness testimony would need to be used for some aspects of competency.

When identifying opportunities for observing a learner working with a pupil in a therapy session, assessors may also like to consider any opportunities for assessing competence based criteria for the following level 2 units (where relevant to the learner) which have links with this unit:

- Maintain and support relationships with children and young people
- Support children and young people's health and safety
- Move and position individuals in accordance with their plan of care
- Support children and young people with disabilities and special educational needs

Evidence from observation and witness testimony could be supported by evidence of work products such as completed, updated or annotated documentation such as case records, observations and review notes. These should be anonymous.

The learner could complete a reflective account of working with a pupil including their individual preferences and capabilities and how the learner took these into account when providing support. The account could include examples of how the

learner communicated with the pupil (or his/her advocates) to establish preferences and allay concerns and how they relayed this information to the therapist and others. The account should outline how they prepared for the session, the support given by the learner during a therapy session and their contribution to the review. The account should note any issues encountered and how the learner dealt with these.

Professional discussion could be used for the learner to explain how they would overcome fears or concerns if this is not apparent from the reflective account.

Essential resources

As this is a competence unit, learners must be directly involved in supporting children or young people during therapy sessions.

It is essential that learners have access to an appropriately qualified person to deliver this unit.

Indicative resource materials

Textbooks

Carlin J - *Including Me: Managing Complex Health Needs in Schools and Early Years Settings* (Council for Disabled Children and Departments for Education and Skills 2005) ISBN 1 904787 606

Burnham, L S/NVQ Level 2 *Teaching Assistant's Handbook: Supporting Teaching and Learning in Schools* (Heinemann 2nd edition 2008) ISBN 978-0435449308

Griffin S - *Inclusion, Equality and Diversity in Working with Children* (Heinemann, 2008) ISBN 978-0435402402

Kamen T - *Teaching Assistant's Handbook: NVQ and SVQ levels 2 & 3* (Hodder Education 2nd edition, 2008) ISBN 978-0340959381

Nolan Y - *NVQ/SVQ Level 2 Health and Social Care Learner Book* (Pearson Revised Edition, 2008) ISBN 978-0435466985

Journals

Times Educational Supplement

Websites

www.creid.ed.ac.uk	Centre for Research in Education Inclusion and Diversity
www.education.gov.uk	Department for Education
www.equalityhumanrights.com	Equality and Human Rights
www.teachernet.gov.uk	Resources for teaching and learning
www.nhscareers.nhs.uk/ahp.shtml	NHS
www.hse.gov.uk	Health and Safety Executive
www.hseni.gov.uk	Health and Safety Executive (Northern Ireland)
www.speechdisorder.co.uk/	Speech Disorder
www.playtherapy.org.uk/index.html	Play Therapy United Kingdom

Unit 18: Support Assessment for Learning

Unit reference number: A/601/4072

Level: 3

Credit value: 4

Guided learning hours: 20

Unit aim

This unit provides the knowledge, understanding and skills to support assessment for learning. It requires demonstration of competence in using assessment strategies to promote learning, supporting learners to review their learning strategies and achievements, and working with the teacher to review assessment for learning processes and outcomes.

Unit introduction

On completion of this unit learners will understand how to encourage and support pupils in taking responsibility for their own learning and being active participants in managing their own learning by thinking about their progress towards meeting the learning objectives set.

Learners will know and understand the strategies that learners use to inform assessment and they will demonstrate how they engage learners in checking and reviewing their progress. Learners will be able to support pupils in the application of self-assessment strategies to monitor and inform their learning as they work.

Learners will be able use assessment for learning strategies to enable them to become more effective and will support pupils in reviewing their learning and achievements. Part of the unit requires learners to contribute to developing assessment for learning opportunities and outcomes within the learning environment.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the purpose and characteristics of assessment for learning	1.1 Compare and contrast the roles of the teacher and the learning support practitioner in assessment of learners' achievements 1.2 Summarise the difference between formative and summative assessment 1.3 Explain the characteristics of assessment for learning 1.4 Explain the importance and benefits of assessment for learning 1.5 Explain how assessment for learning can contribute to planning for future learning carried out by the teacher, the learners and the learning support practitioner
2 Be able to use assessment strategies to promote learning	2.1 Obtain the information required to support assessment for learning 2.2 Use clear language and examples to discuss and clarify personalised learning goals and criteria for assessing progress with learners 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 Provide constructive feedback to learners to help them understand what they have done well and what they need to develop 2.5 Provide opportunities and encouragement for learners to improve upon their work

Learning outcomes	Assessment criteria
<p>3 Be able to support learners in reviewing their learning strategies and achievements</p>	<p>3.1 Use information gained from monitoring learner participation and progress to help learners to review their learning strategies, achievements and future learning needs</p> <p>3.2 Listen carefully to learners and positively encourage them to communicate their needs and ideas for future learning</p> <p>3.3 Support learners in using peer assessment and self assessment to evaluate their learning achievements</p> <p>3.4 Support learners to: reflect on their learning, identify the progress they have made, identify their emerging learning needs and identify the strengths and weaknesses of their learning strategies and plan how to improve them</p>
<p>4 Be able to contribute to reviewing assessment for learning</p>	<p>4.1 Provide feedback to the teacher on: learner participation and progress in the learning activities, learners' engagement in and response to assessment for learning and learners' progress in taking responsibility for their own learning</p> <p>4.2 Use the outcomes of assessment for learning to reflect on and improve own contribution to supporting learning</p>

Unit content

1 Understand the purpose and characteristics of assessment for learning

Roles of teacher and learning support practitioner: review eg job descriptions, professional standards, responsibilities, contribute, inform

Formative and summative assessment: types eg formative, informing, summative, measuring, progress

Assessment for learning: characteristics eg methods, part of learning process, informs achievement, questioning techniques, observation, listening, knowledge acquisition, review

Importance of assessment for learning: benefits eg monitoring, engagement, motivation, ownership, informing learning, relevance

Planning for future learning: ways eg setting learning objectives, benchmarks, needs, learning styles

2 Be able to use assessment strategies to promote learning

Obtain the information required: range eg schemes of work, learning objectives, immediate, long term, success criteria, assessment techniques

Personalised learning goals and criteria for assessing progress with learners: ways eg prior learning, individual targets, specific language, skill development, knowledge development, testing pupil understanding of targets

Gain information and make judgements: ways eg external assessment, internal assessment, peer assessment, self-assessment

Provide constructive feedback: techniques eg review performance indicators, communicate, inform, be positive, praise, constructive criticism, reflection, develop, review

Provide opportunities and encouragement: ways eg prior learning, consolidate learning, structure, removing barriers to learning, inspire, motivate

3 Be able to support learners in reviewing their learning strategies and achievements

Monitoring learner participation and progress: techniques eg expression eg verbal, visual, kinaesthetic, review together, discuss progress

Listen carefully: ways eg communicate, enquire, attention, questioning, value responses

Peer assessment and self-assessment: ways eg context of learning, provide structure, be specific, clarity, stage related, show mutual respect, collaboration

Reflect on learning, progress, learning needs and identify the strengths and weaknesses of learning strategies and plan how to improve them: ways eg measure, evaluate, identify strengths, areas for improvement, review, support pupils, encourage pupil talk, confidence, learning by doing, SMART targets

4 Be able to contribute to reviewing assessment for learning

Provide feedback to the teacher on learner participation and progress: information in feedback eg successes, challenges, impact on learner participation, impact on learner engagement, verbal, written; techniques eg feedback checklists, individual discussion with the teacher, group discussion with the teacher

Reflect on and improve own contribution to supporting learning: techniques eg reflect on own experience of supporting pupil learning, questioning of pupils, feedback given to pupils, self-assessment feedback from pupils, peer feedback from pupils, teacher feedback, pupil responses, successful strategies, unsuccessful strategies, alternative strategies

Essential guidance for tutors

Delivery

The knowledge and understanding for this unit will be put into practice in a classroom setting. Tutor input and learner activities, including learners' own research into strategies for assessment for learning, should play a major role in delivery. Learners should be encouraged to discuss assessment for learning with professionals in school settings, how the assessment activities are organised and how the learner may support these.

Learners should be encouraged to think about how pupils are engaged in measuring their learning, to check if pupils are clear about learning objectives and if they review them at the end of each lesson. Learners could be engaged in researching different ways of presenting information that measure progress, suitable software packages for example, and create a variety of self-assessment sheets that could be used with different age ranges of children. This could be delivered as a group activity so that learners can share their proposals for both simple ways of recording and more complex approaches and then comment and reflect on their work. Learners could explore the use of illustrative record keeping in the form of charts or pictures that enable pupils to present their attainments simply, using stickers or by colouring in for example.

Learners could observe classroom practice to record the learning objectives, identify the personalised learning goals for individual learners and associated success criteria, and suggest assessment opportunities and strategies that they could use in those situations to enable them to explore and understand how they could contribute to assessment for learning before putting their knowledge into practice. Alternatively, learners could be presented with case study/studies to discuss how they would meet the special needs of specific pupils and support them in meeting their learning objectives.

Developing a template or checklist of tasks that learners could engage in to assess and review pupils' progress could be a tutor-led activity. Learners could use a variety of mechanisms for expressing completion of the learning activities. Colouring smiling faces to indicate the extent to which pupils understand the learning objectives and any individual learning targets, writing in speech bubbles what they might say to inform pupils what they have to do, creating flash cards to inform pupils how they will be assessed and ensuring they understand and providing examples of work so that pupils can see how the assessment criteria are applied. Learners could write or express the same piece of feedback in a number of different ways to convey the same message so that they become practised in using appropriate language that is consistent with pupil levels of understanding. They could also look at case studies and suggest how peer or self-assessment strategies could be used in those situations and provide feedback to other learners on their suggestions.

The use of feedback is an important element of assessment for learning and learners should be encouraged to reflect on the impact feedback from their peers has on activities that form part of the delivery programme for this unit. By engaging learners in feedback or role-play activities in which they practise giving and receiving feedback will enable them to demonstrate these skills in the learning environment.

Assessment

Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1 and 4.2 must be assessed in the workplace.

Suggested assessment activities

The evidence for this unit could be presented in a portfolio in which learners use examples from classroom-based experience in the workplace to describe how they have supported pupils to enable them to take on more responsibility for their own learning and become more active learners. The portfolio could also contain recorded reflections that explain how they have supported either an individual or a group of pupils through a learning activity. The evidence must illustrate how the feedback they gave focused on strengths, was constructive and included information for the pupil about how they might improve next time. A log of what was observed or written and how they fed this back to pupils would evidence their ability to feed back with clarity and purpose to inform future learning.

The portfolio of evidence could follow the progress of a pupil or group of pupils. It could tell the story of how the learner used assessment strategies to promote learning and evidence the steps taken to obtain the information required, informed their use of language to discuss and clarify individual learning goals and the criteria for assessing progress with learners. The portfolio could be supported by evidence statements that support learner observations about how well pupils are participating in activities and the progress they made. Learners could include examples of self and peer assessment mechanisms used by pupils in their portfolio. The use of evidence statements will be relevant to recording how learners gave constructive feedback to pupils to help them understand what they have done well and what they need to do to improve further.

Tutors may wish to observe learners providing feedback to a teacher on Learner participation and progress and engaging in a professional discussion that demonstrates how they reflect on their own practice to enable them to improve their own contribution to the supporting learning. In this situation learners could be asked to think about a piece of work that they have completed well and which they feel proud of, the learning objectives and success criteria of the session, and evaluate it against their targets.

Indicative resource materials

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

qualifications.pearson.com	Pearson qualifications
www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.ento.org.uk	ENTO
www.qcda.gov.uk	The Qualifications and Curriculum Development Agency
www.gtce.org.uk	General Teaching Council of England
www.teachers.tv	Teachers TV
www.teachernet.com	Teachernet
www.tda.gov.uk	The Training and Development Agency for Schools
www.tes.co.uk	The Times Educational Supplement

Unit 19: Support Children and Young People at Meal or Snack Times

Unit reference number: A/601/6517

Level: 2

Credit value: 3

Guided learning hours: 18

Unit aim

This unit provides the knowledge, understanding and skills required to support children and young people at meal or snack times. It covers the principles of healthy eating and requires demonstration of competence in supporting hygiene and positive behaviour at meal and/or snack times.

Unit introduction

The importance of a balanced diet to the immediate and long-term health of children and young people has been evidenced by research. Also, experience from schools suggests children find it easier to concentrate in the classroom and their behaviour is significantly improved as a result of positive changes to school food. This, in turn has an impact on learning and achievement. Teaching or learning support assistants have an important role to play in snack and mealtimes, supporting children and young people to make healthy food choices and encouraging hygienic practices. This requires knowledge of a healthy balanced diet and the benefits for the health and wellbeing of children and young people.

In this unit learners will study the nutritional requirements of children and young people and identify healthy meals and snacks. The impact of culture, religion and health conditions on food choices is explored.

Learners will investigate the benefits of healthy eating for children and young people and explore the consequences of an unhealthy diet.

They will study the school food policies and how to encourage children and young people to make healthy food choices.

The importance of good hygiene at meal and snack times is investigated. Learners can apply their learning by demonstrating good hygiene practice and by encouraging children and young people's personal hygiene at meal and snack times.

Learners demonstrate their competence in supporting the school's code of conduct and policies for meal and snack times, encouraging positive behaviour and dealing with inappropriate behaviour.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the principles of healthy eating for children and young people	1.1 Outline the nutritional requirements of a healthy diet for children and young people 1.2 Describe examples of healthy meals and snacks for children and young people 1.3 Describe how culture, religion and health conditions impact on food choices
2 Know the benefits of healthy eating for children and young people	2.1 Describe the benefits of healthy eating for children and young people 2.2 Describe the possible consequences of an unhealthy diet 2.3 Describe how to recognise and deal with allergenic reactions to food 2.4 Describe where to get advice on dietary concerns
3 Know how to encourage children and young people to make healthier food choices	3.1 Describe the food policy of the setting 3.2 Describe, with examples, ways of encouraging children and young people to make healthier food choices and to eat the food provided for them
4 Be able to support hygiene during meal or snack times	4.1 Explain the importance of personal hygiene at meal and snack times 4.2 Demonstrate good hygiene practice in relation to own role in food handling and waste disposal 4.3 Demonstrate ways of encouraging children and young people's personal hygiene at meal and/or snack times
5 Be able to support the code of conduct and policies for meal and snack times	5.1 Describe the setting's code of conduct and policies for meal and snack times 5.2 Apply skills and techniques for supporting and encouraging children and young people's positive behaviour in the dining area, including table manners 5.3 Apply skills and techniques for dealing with inappropriate behaviour in the dining area

Unit content

1 Know the principles of healthy eating for children and young people

Nutritional requirements of a healthy diet: factors eg balanced to provide all nutrients for growth and development (eat well plate), sufficient to meet high energy needs of children and young people, five portions of fruit and vegetables a day recommended, fats and sugars in small amounts, unsaturated fats preferable to saturated fats, water

Healthy meals and snacks: types eg balance over whole day using eat well plate, bread, rice and potatoes, fruit and vegetables, milk and dairy foods, meat, fish, eggs, beans; provide variety

Culture, religion and health conditions: range eg food intolerance, food allergy, coeliac disease, diabetes; dietary restrictions of religious groups, vegetarian, vegan

2 Know the benefits of healthy eating for children and young people

Healthy eating for children and young people: benefits eg for growth, to meet energy needs, to keep warm, growth, tissue repair, healthy skin, teeth, hair, red blood cells, immune system, for concentration, establish good eating habits for life

Unhealthy diet: consequences eg lack of energy, poor concentration, high fat and sugar diet and lack of fruit and vegetables causing obesity, dental decay, increased risk of diabetes, anaemia, long-term effects eg heart disease, strokes, osteoporosis through lack of calcium, dieting leading to bulimia, anorexia nervosa

Recognising and dealing with allergenic reactions to food: ways eg procedures in school for notifying all staff of children and young people with food allergies, know the children and young people who have recognised food allergies, know procedures for dealing with reactions, early signs and symptoms eg tingling or burning sensation of the lips or face, swelling of lips and face, feeling sick or vomiting and/or stomach pains, diarrhoea, itchy skin or a blotchy skin rash, signs of anaphylactic shock requiring immediate action

Advice on dietary concerns: sources eg information on diet and nutrition from Food Standards Agency, healthy schools initiative from Department for Education and Department of Health, School Food Trust, advice for children/young people with particular dietary needs from school nurse, other health professionals, National Health Service, parents, charities

3 Know how to encourage children and young people to make healthier food choices

Food policies: range eg The Education (Nutritional Standards and Requirements for School Food) 2007 covers national nutritional standards to be met and all aspects of food including breakfast clubs, after-school clubs, food provided on

educational visits, snacks, vending, packed lunches, foods purchased off-site and brought into the school, availability of drinking water, involve the whole school including governors, staff, catering staff, children, parents

Encouraging healthier food choices and eating food provided: ways eg involve children and young people and parents in school policy eg meetings, questionnaires, school councils, involve children and young people in menus eg tasting sessions, food displayed attractively and at right temperature, offer choices, pleasant eating experience, inform children about nutrition, praise healthy choices, encourage trying new tastes, awareness of individual needs of children and young people eg portion size, role model, suggest nutritious alternative if food refused

4 **Be able to support hygiene during meal or snack times**

Importance of personal hygiene: aspects eg school procedures for personal hygiene, effective hand washing to supporting children at meal/snack times, after using the toilet, cover cuts, keep nails clean, do not cough or sneeze near food, tie hair back, report gastro-intestinal problems

Good hygiene practice in relation to food handling and waste disposal: ways eg follow hygiene procedures, clean surfaces, utensils, boards after preparing foods, keep food storage areas clean, use clean towels/disposable cloths, dispose of waste food immediately in covered bin, bins emptied and cleaned regularly

Encouraging children and young people's personal hygiene: ways eg role model behaviour, explain reasons for good personal hygiene, demonstrate the correct way to wash hands, put up notices about when and how to wash hands, provide enough time for children to wash hands, support young children to wash hands, praise good hygiene practice

5 **Be able to support the code of conduct and policies for meal and snack times**

Code of conduct and policies for meal and snack times: procedures eg for children and young people entering and exiting the dining area; collecting and serving foods; noise; clearing away; conduct at the table and in the dining area; sustainability eg not wasting food, recycling waste, composting food waste

Skills and techniques for positive behaviour in the dining area including table manners: ways eg follow the code of behaviour of the setting; role model, techniques eg eating with the children and young people, offering choice, giving responsibility, praising good manners and wanted behaviour, applying the school's reward system

Skills and techniques for dealing with inappropriate behaviour: ways eg follow school's behaviour policy and procedures for dealing with inappropriate behaviour, sanctions, strategies eg remind children and young people of the rules and behaviour code of the setting, explain rules in a positive way, speak calmly, report children/young people not responding to reminders when their own or others' health and safety is at risk

Essential guidance for tutors

Delivery

This unit should be delivered using a combination of tutor input and active learning experiences including simulations and role play. Discussions and debates will also contribute to an understanding of the skills required for effective practice. Learners should be encouraged to share their experience of working in schools as employees, as a parent-helper or through work experience.

Learners could conduct research to identify the nutritional requirements for a healthy diet using the resources on the Food Standards Agency website (www.eatwell.gov.uk). Learners could work in pairs to devise a menu of healthy meals and snacks for a school in relation to the Nutritional Standards and Requirements for School Food and present their findings to the whole class, justifying their choices. Learners could explore case studies to consider how culture, religion and health conditions would impact on the chosen menus.

Learners could research and prepare a presentation for the rest of the group about the benefits of healthy eating and the consequences of an unhealthy diet. The impact of healthy eating on concentration and behaviour could be explored through tutor-led discussions.

It may be useful to have an outside speaker to talk about recognising and responding to allergenic reactions to food.

Learners should be given the opportunity to look at a range of school food policies and codes of conduct, and policies for meal and snack times, and consider how these may impact on working practices.

Learners could explore ways to encourage children to make healthier food choices and eat the food provided for them through role play. Discussion could focus on what may be unhelpful, such as expecting children and young people to eat everything and out-facing children with large portions.

Effective hand-washing techniques could be practised. Learners could prepare a poster to display in the washroom of their school to encourage children/young people to wash their hands at appropriate times and in the correct way.

Ways to support and encourage children and young people's positive behaviour in the dining area and the skills and techniques needed to deal with inappropriate behaviour could be explored through role play to ensure learners have the opportunity to explore different strategies appropriate for a wide range of behaviours.

Assessment

Assessment criteria 4.2, 4.3, 5.2 and 5.3 must be assessed in the workplace.

Suggested assessment activities

Learning outcomes 1 and 2 and assessment criteria 3.1, 3.2, 4.1 and 5.1 could be assessed through the production of a leaflet, designed for parents, giving information about how the school encourages and supports healthy eating and positive mealtimes through its food policy and code of conduct.

The leaflet will need to include:

- an outline of the nutritional requirements of a healthy diet for children and young people
- examples of healthy meals and snacks for children and young people
- how culture, religion and health conditions impact on food choices
- the benefits of healthy eating for children and young people
- the possible consequences of an unhealthy diet
- how to recognise and deal with allergenic reactions to food
- where to get advice on dietary concerns
- the food policy of the setting
- ways of encouraging children and young people to make healthier food choices and with examples to eat the food provided for them
- why personal hygiene is important at meal and snack times
- the setting's code of conduct and policies for meal and snack times.

Assessment criteria 4.2, 4.3, 5.2 and 5.3 require learners to demonstrate competence in supporting hygiene and positive behaviour at meal and/or snack times and must be assessed in the workplace. Evidence will need to be provided of learners:

- demonstrating good hygiene practice in relation to their role in food handling and waste disposal
- encouraging children and young people's personal hygiene at meal and/or snack times
- using skills and techniques to support and encourage children and young people's positive behaviour in the dining area, including table manners
- using skills and techniques to deal with inappropriate behaviour in the dining area.

Essential resources

Learners will need access to a work placement or be employed in work with children and young people to provide the evidence required for this unit.

Learners will need access to the school's food policy and code of conduct and policies for meal and snack time.

Indicative resource materials

Textbooks

Burnham L – *S/NVQ Level 2 Teaching Assistant's Handbook: Supporting Teaching and Learning in Schools* (Heinemann,2008) ISBN 978-0435449308

Burnham L – *Supporting Teaching & Learning in Schools* (Heinemann, 2010) ISBN 978-0-435032-03-6

Kamen T – *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3* (Hodder Education, 2008) ISBN 978-0340959381

O'Donovan M & Walker M – *A Practical Guide to Child Nutrition* (Nelson Thornes, 2009) ISBN 978-1408504840

Journals

Times Education Supplement TES

Websites

www.dh.gov.uk	Department of Health
www.eatwell.gov.uk	Food Standards Agency
www.nhs.uk/change4life	National Health Service
www.schoolfoodtrust.org.uk	School Food Trust
www.teachernet.gov.uk/wholeschool/healthandsafety	Teachernet

Unit 20: Support Children and Young People with Disabilities and Special Educational Needs

Unit reference number: D/601/6526

Level: 2

Credit value: 4

Guided learning hours: 26

Unit aim

This unit provides the knowledge and skills to support disabled children and young people and those with special educational needs. It covers understanding the rights and needs of disabled children and young people and those with special educational needs and supporting their inclusion and participation in the full range of activities and experiences provided by the setting.

Unit introduction

Learners completing this unit will be aware of the legal entitlements and intervention frameworks relevant to children and young people with disabilities or who have special educational needs. They will understand the importance of early recognition of these needs and the development of individual education plans that ensure needs are met.

The unit enables learners to support the inclusion of these children and young people within the workplace, using their knowledge and understanding of each individual to do so. They will contribute to the inclusion of pupils in the curriculum and wider activities using information they obtain about the children and young people. Learners will work with others to secure inclusion.

This unit combines the acquisition of knowledge about a range of special educational needs and disabilities with workplace experience. Learners must actively demonstrate that they understand and can put into practice what they have learned about how best to support these children and young people. The unit requires learners to be working in a support role within an educational establishment.

On completion of this unit, learners will be able to explain the rights of children and young people with disabilities and those with special educational needs, explain the disabilities and/or special educational needs of children and young people in own care and be able to support the needs of children and young people with disabilities and those with special educational needs.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the rights of disabled children and young people and those with special educational needs	1.1 Outline the legal entitlements of disabled children and young people and those with special educational needs 1.2 Describe the assessment and intervention frameworks for disabled children and young people and those with special educational needs 1.3 Describe the benefits of early recognition and intervention for disabled children and young people and those with special educational needs 1.4 Describe the purpose of individual plans for disabled children and young people and those with special educational needs 1.5 Describe the principles of working inclusively with disabled children and young people and those with special educational needs
2 Understand the disabilities and/or special educational needs of children and young people in own care	2.1 Describe the relationship between disability and special educational needs 2.2 Describe the nature of the particular disabilities and/or special educational needs of children and young people with whom they work 2.3 Describe the special provision required by children and young people with whom they work

Learning outcomes	Assessment criteria
<p>3 Be able to contribute to the inclusion of children and young people with disabilities and special educational needs</p>	<p>3.1 Obtain information about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs with whom they work</p> <p>3.2 Identify barriers to participation for disabled children and young people and those with special educational needs with whom they work</p> <p>3.3 Work with children, young people and others to remove barriers to participation</p> <p>3.4 Demonstrate ways of supporting inclusion and inclusive practices in own work with disabled children and young people and those with special educational needs</p>
<p>4 Be able to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences</p>	<p>4.1 Identify and implement adaptations that can be made to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences provided by the setting</p> <p>4.2 Support children and young people to use specialist aids and equipment as necessary to enable them to participate in activities and experiences</p> <p>4.3 Demonstrate ways of supporting participation and equality of access for disabled children and young people and those with special educational needs</p> <p>4.4 Work in partnership with children, young people and others to review and improve activities and experiences provided for disabled children and young people and those with special educational needs</p>

Unit content

1 Know the rights of children and young people with disabilities and those with special educational needs

Legal entitlements: current national legislation eg Education (Special Educational Needs Co-ordinator) (England) Regulations 2008 (SI 2008 NO 2945), Disability Discrimination Act (DDA) 1995 and 2005, The Special Educational Needs (SEN) and Disability Act 2001 Children Act (2004), the SEN and Disability Act (2001), Criminal Records Bureau (CRB), government guidance eg Every Child Matters, Every Disabled Child Matters, Disability Access, inclusion, personalised learning, learning support, multi-agency support, National Occupational Standards (NOS)

Assessment and intervention frameworks: range eg Common Assessment Framework, Removing Barriers to Achievement 2004, Special Needs Code of Practice, Statement of Special Educational Need, School Action Plus, School Action

Early recognition and intervention: benefits eg identification, developmental norms, assessment, developmental age, stage, impaired development, safeguarding, individual need, medical, social, educational

Individual plans for children and young people: purpose eg setting outcomes, personalized learning goals, personalised targets, create appropriate materials, resources, large print, Braille, audio, visual, tactile, ICT, teaching and learning strategies, individual, group, personalised curriculum, support, therapists, medical need, planning and review

Working inclusively: principles eg integration, diversity, tolerance, understanding of the children and young people with whom they mix and learn, Every Child Matters, extended schools and children's centres

2 Understand the disabilities and/or special educational needs of children and young people in own care

Relationship between disability and special educational needs: aspects eg Education Act 1996 definition of special educational needs eg literacy, numeracy, application, understanding, expression, social ability, relationships, behaviour, medical definition of disability eg physical, mental, emotional; complexity, interdependency between special education need and disability

Describe the nature of the particular disabilities and/or special educational needs of children and young people they work with: character of disabilities eg visual impairment, hearing impairment, motor impairment, mental impairment; character of special educational needs eg difficulties with literacy, numeracy, understanding information, expressing themselves, understanding what others are saying, making friends or relating to adults, behaviour; organising

Describe the special provision required by children and young people they work with: support, seating plan, group teaching, one-to-one tutoring, physical, medical, teaching assistant support in class; personalised curriculum; teaching and learning strategies; create appropriate materials, resources, large print, Braille, audio, visual, tactile, ICT, talking computer keyboard

3 Be able to contribute to the inclusion of children and young people with disabilities and special educational needs

Information about the individual needs, capabilities and interests: type eg records, medical, physical, mental, emotional, ability against national, local norms, hobbies, interests, strengths

Barriers to participation: barriers eg problems, challenges, inhibitors eg visual, auditory, motor, social skills, ADHD, locality, transport, access, carer

Remove barriers to participation: ways eg create opportunities, planning, engage, use of materials, resources, appropriate technology, adaptation, seating placement, select topics of interest, subject material, stimulate

Support inclusion and inclusive practices: ways eg support, deliver practical examples of supporting inclusion

4 Be able to support children and young people with disabilities and those with special educational needs to participate in the full range of activities and experiences

Identify and implement adaptations: requirements eg knowledge, adapt to need, curriculum eg modified physical education curriculum for child with specific physical disability, individual goals for learners with learning disability, ability eg physical environment, space for movement, safety, materials, resources, techniques eg Braillised documents, ICT, speaking computer keyboard, audio books, radio microphone, music, flexible table height for wheelchair access, sensory fabrics, scents or smells

Support children and young people to use specialist aids and equipment: requirements eg own knowledge of how to use equipment, assist if, when appropriate, instructions, demonstrate use of specialist equipment, model, videos, ensure equipment is fit for use, fully charged, correct height, relevant to need

Support participation and equality of access: ways eg deliver practical examples, layout of classroom, sight of whiteboard, reach equipment, safe movement, access, egress, group respect for everyone's point of view, opportunities to respond to questions, activities, adapt activities to make them accessible eg physical education activities, enable participation at appropriate level for ability, progress.

Work in partnership with children, young people and others: ways eg liaise, identify others eg teachers, parents, peers, teaching assistants, carers, medical supporters, one-to-one interviews, discussion, activities and experiences eg what works, what doesn't work, what could work better, involvement in design, delivery and evaluation of services, assessment of outcomes, self-assessment, create action plans, feedback, review

Essential guidance for tutors

Delivery

Some of the knowledge and understanding for this unit may come from learner research or practical work experience, whilst some will be gained outside the classroom or from observed practice in a work placement that engages learners in participating in providing support for pupils with disabilities or special educational needs. Learners will need to spend considerable time in the workplace working with specific pupils, getting to know them and understanding their needs.

Delivery strategies may involve a mixture of tutor input and learners will need to be guided towards appropriate materials, including electronic resources, appropriate video/DVD material and would benefit from input by outside speakers who bring specific areas of expertise.

Learning outcome 1 requires learners to know the rights of children and young people with disabilities and those with special educational needs, this could be through tutor input. Alternatively, tutors may wish to work with a group of learners and discuss their current levels of awareness, setting individual research tasks for each learner to ensure their knowledge of policy and regulation is complete. Guest speakers could be invited to share their area of expertise, for example, a special educational needs coordinator, a local authority representative or educational psychologist to talk about the Common Assessment Framework. Tutors could pre-prepare relevant questions in readiness for these presentations so speakers can address any aspects of learner knowledge that would benefit from improvement. These activities would support learners in understanding the disabilities and/or special educational needs of children and young people in their own care.

Learner ability to support the inclusion of children and young people with disabilities and those with special educational needs and enable them to participate in the full range of activities and experiences could be developed through a group activity where learners analyse video/DVD material to consider the effect of, for example, speech, language and communication delays on the ability of pupils to engage with the curriculum. Short video clips, easily available from the internet, can be shown to give examples of disabilities or behaviours not yet encountered by learners. Discussion on what was observed and some of the ways in which support could be given could follow on from this.

Further discussion of case studies where development has not followed the normal pattern would also be a useful tool to support learning because, by looking at examples of ways in which development has not followed the usual norms, and of the behaviours/learning needs/disabilities exhibited by different young people learners will grow to understand that the needs of each pupil are unique.

Learners could share examples of good practice from the workplace at each tutorial session. They could also visit other work environments and discuss the characteristics of the work they observe, respecting confidentiality at all times.

Assessment

Assessment criteria 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3 and 4.4 must be assessed in the workplace.

Suggested assessment activities

In learning outcome 1 the first of the assessment criteria will need to be completed in the early stages of assessment. Learners could evidence their knowledge of the legal framework that governs the entitlement of children and young people with disabilities and those with special educational needs in the form of a briefing or presentation for a staff training session. Both methods would enhance the experience of learners and develop learner confidence in presenting written information or communicating verbally to other audiences. A briefing paper or PowerPoint presentation, for example, must demonstrate that they understand the regulation, the assessment frameworks and need for early recognition and intervention.

A similar presentation of learner evidence could be used to satisfy Learning outcome 2. Learners could create a briefing paper or presentation for delivery to a small group of professionals likely to be involved in working with children or young people or to a new member of staff. This task will provide opportunities for learners to describe the relationship between disability and special educational needs and the nature of the particular disabilities and/or special educational needs of the children and young people they work with and describe how to meet their needs.

Learning outcome 2 could be delivered using a case study of children or young people from their workplace setting that is then developed to address learning outcomes 3 and 4. The case study could be presented as a portfolio of evidence that the information they have obtained about the individual needs, capabilities and interests of the pupils they work with, of the barriers they identified to their participation in the planned curriculum and how they removed them. This could be supplemented with expert witness statements that evidence how they worked with others to support pupil participation and equality of access, and with pupils in inclusive situations.

The portfolio should include evidence of how learners adapted the learning experiences to meet the needs of individuals and enabled pupils to use specialist aids and equipment as and when appropriate. Additional information in the form of a learner diary or log could be used to describe how learners worked in partnership with children, young people and others to review and improve the activities and curriculum experiences provided. Witness statements or observations of learners working in partnership with children, young people and others to review and improve their activities will form an important element of the evidence and could be supported by learner records of and reflections on pupils' experiences. It could be appropriate for the work-based assessor to observe learners engaging in these activities.

The range of activities should arise naturally from the day-to-day tasks and activities involved in support work in school. Documents or other records produced during the course of work should be used whenever they are available.

Essential resources

As this is a work-based programme, all learners will either be directly involved in working as part of a team or have access to situations or schools/organisations where adults work in teams to support teaching and learning activities. All learners will need an opportunity to participate in a team activity within the teaching and learning environment.

Indicative resource materials

Textbooks

Extending Inclusion (Council for Disabled Children, 2008) ISBN: 9781905818310

Bulman K and Savory L — *BTEC First Children's Care, Learning and Development* (Heinemann, 2006) ISBN 978-0435499068

Burnham L — *S/NVQ Level 2 Teaching assistant's Handbook, 2nd Edition* (Heinemann, 2008) ISBN 978-0435449308

Burnham L — *Supporting Teaching & Learning in Schools* (Heinemann, 2010) ISBN 978-0-435032-03-6

Carlin J — *Including Me: Managing Complex Health Needs in Schools and Early Years Settings* (Council for Disabled Children and Department for Education and Skills, 2005) ISBN 1 904787 606

Meggitt C — *Child Development An Illustrated guide (2nd edition)* (Heinemann, 2006) ISBN: 978-0435420482

(Please note that some of these references predate the current government. However, using the references will deliver a direct link to the relevant documents)

Special Educational Needs Code of Practice (DfES 2001, Ref: DfES/0581/2001)

SEN Toolkit (DfES, 2001, Ref: DfES/0558/2001)

Access to Education for Children and Young People with Medical Needs (DfES 2001, Ref:0732/2001)

Promoting Children's Mental Health within Early Years and School Settings (DfES 2001,Ref: 0112/2001)

Special Educational Needs: A Guide for Parents and Carers (DfES 2001, Ref: DfES/0800/2001)

Accessible Schools: Planning to Increase Access to Schools for Disabled Pupils (DfES 2002, Ref: LEA/0168/2002)

Distribution of Resources to Support Inclusion (Ref: LEA/080/2001)

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

qualifications.pearson.com	Pearson qualifications
www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.dcsf.gov.uk/slcnaaction	Department of Children, Schools and Families
www.csie.org.uk/inclusion/what.shtml	Centre for Studies on Inclusive Education
www.education.gsi.gov.uk	Department for Education
www.education.gov.uk/news/news/sen-next-steps	Department for education
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
www.ncb.org.uk/cdc/publications/inclusion_policy.aspx	National Children's Bureau Council for Disabled Children inclusion policy
www.open.ac.uk	The Open University
www.tda.gov.uk/upload/resources/pdf/t/tda0202.pdf	The Training Development Agency for Schools
www.tda.gov.uk/search.aspx?action=search&keywords=intervention	The Training and Development Agency for Schools
www.teachernet.gov.uk/firstaid	Teachernet
www.teachernet.com	Teachernet
http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DfES+0774+2001	Teachernet

Unit 21: Support Children and Young People's Play and Leisure

Unit reference number: T/601/6564

Level: 2

Credit value: 3

Guided learning hours: 16

Unit aim

This unit provides the understanding and skills required to support children and young people's play and leisure. It requires demonstration of competence in supporting play and leisure activities, helping children and young people to manage risk and challenge, and reflecting on and improving own practice.

Unit introduction

Play was described by Lloyd George in 1925 as 'nature's training for life' and the right to play for children and young people is enshrined in the UN Convention on the Rights of the Child. Play is what children and young people do when they follow their own ideas and interests, in their own way and for their own reasons. Research suggests that, given the opportunity and chance, children and young people gain huge benefits from play which impact positively on their development and outcomes. In particular, the opportunity to be challenged and learn how to manage risk enables children and young people to develop, self-esteem, self-confidence and independence. This supports development of a 'can do' attitude, which benefits learning and achievement.

The understanding and skills to support freely chosen play to provide challenge and encourage children and young people to learn to manage risk are the focus of this unit.

Learners will study the nature and importance of play and consider the contribution of play to development.

Learners will show they can support children and young people's play and leisure and help them to balance risk and challenge. They will also reflect on their own practice in supporting children and young people's play and leisure.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the nature and importance of play and leisure	1.1 Describe the importance of play and leisure for children and young people 1.2 Describe how play and leisure contribute to children and young people's development 1.3 Outline the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play 1.4 Describe the characteristics of freely chosen, self-directed play and leisure
2 Be able to support children and young people's play and leisure	2.1 Describe own role in supporting children and young people's play and leisure activities 2.2 Give attention to children and young people's play and leisure activities while being sensitive to own impact on activities 2.3 Undertake routine safety checks on areas used for children and young people's play and leisure before, during and after play and leisure activities 2.4 Supervise children and young people's play and leisure ensuring their safety 2.5 Interact with children and young people in a way that demonstrates interest in what they say, experience and feel, respect for their privacy and freedom to make choices for themselves and encouragement and praise for play and leisure activities
3 Be able to support children and young people in balancing risk and challenge	3.1 Outline the value of risk and challenge in children and young people's play and leisure 3.2 Describe with examples what is meant by unacceptable risk and challenge in children and young people's play and leisure 3.3 Describe why it is important for children and young people to manage risk and challenge for themselves 3.4 Demonstrate ways of encouraging children and young people to manage risk and challenge in play and leisure activities for themselves

Learning outcomes	Assessment criteria
4 Be able to reflect on and improve own practice	4.1 Reflect on all aspects of own practice in supporting children and young people's play and leisure 4.2 Identify own strengths and areas where practice could improve 4.3 Describe how own practice has been improved following reflection

Unit content

1 Understand the nature and importance of play and leisure

Importance of play and leisure: factors eg children and young children have an entitlement to play eg pleasurable, releases physical and emotional energy, improved sense of wellbeing, improved physical health, provides challenge and opportunity to learn about risk, feeling of being in control, sense of freedom, opportunity to explore own interests, effects of play deprivation eg affecting emotional intelligence, independence, self-esteem and self-confidence, self-management skills, impaired concentration in the classroom, behaviour, particular play needs of children with disabilities

How play and leisure contribute to development: types eg social, cognitive, emotional, language development

Requirements of the UN Convention on the Rights of the Child in relation to relaxation and play: range eg Article 1 of The Convention applies to everyone aged 17 or under, Article 2 All the rights in the Convention apply to all children and young people without any discrimination, Article 3 Adults should always try to do what is best for children and young people, Article 31 Every child and young person has the right to rest, play and leisure, Article 12 Every child and young person has the right to express their views freely about everything that affects them

Freely chosen, self-directed play and leisure: aspects eg children choose what they do, children and young people choose how they play, no external goal eg pre-determined outcome or product, adult intervention is kept to a minimum, adults have no role in structuring, directing or managing the play

2 Be able to support children and young people's play and leisure

Support play and leisure activities: ways eg provide range of materials for children and young people to move around, manipulate, use as props, use to change the environment, provide play environments that offer challenge and stimulation and opportunities to take acceptable levels of risk, ensure choice, enable children and young people to determine and control the content and intent of their play eg by following their own instincts, ideas and interests, enable children and young people to extend their play

Giving attention while being sensitive to own impact on activities: impact of interventions on play eg on freedom, choice, creativity, imagination, awareness of individual needs of children and young people, involvement when invited

Routine safety checks: range eg hazard awareness, risk assessment, resources, indoor and outdoor environment, visitors

Ensuring safety: ways eg follow health and safety policies and procedures of school, risk assessment eg hazard awareness, risk management, involve children and young people in risk assessment, awareness of individual needs of children and young people, understand stage of development, support children and young people to recognise hazards and minimise risks

Interactions: ways eg respectful relationships, active listening, offer choices, support choices, encourage challenge, enable children and young people to reach consensus, discuss options, appropriate interventions eg if safety is at risk, if requested, provide constructive feedback

3 Be able to support children and young people in balancing risk and challenge

Risk and challenge: values eg achieving challenging goals promotes self-esteem and self-confidence, enables testing and development of abilities, supports development of a 'can do' attitude, children and young people may seek out risk elsewhere if challenge is not provided in play provision

Unacceptable risk and challenge: aspects eg risk must be managed to ensure children and young people are not exposed to risks of life threatening or serious injury, risk assessment to make judgements on acceptability of risk

Importance for children and young people to manage risk and challenge for themselves: benefits eg life skill, encourages independence, helps children and young people to learn about the consequences of risk taking, enables children and young people to manage risk for themselves, enables risk management to be learned in a controlled environment

Encouraging children and young people to manage risk and challenge in play and leisure activities for themselves: ways eg adult role model, consider the stage of development of the children and young people, awareness of individual needs of children and young people, involve children and young people in risk assessment, praise hazard awareness and risk management

4 Be able to reflect on and improve own practice

Reflecting on all aspects of own practice in supporting children and young people's play and leisure: stages in reflection eg description, analysis, clarification, action

Identifying strengths and areas where practice could improve: ways eg awareness of own strengths and weaknesses, build on strengths, seek opportunities to develop identified weaknesses, seek feedback, use a mentor

How practice has been improved following reflection: ways eg further reflection on practice, continuous reflective cycle

Essential guidance for tutors

Delivery

This unit should be delivered using a combination of tutor input and active learning experiences. Discussions and debates provide opportunity to explore the nature of play. Guided research and group investigation enable consolidation of knowledge. Guest speakers, DVDs and observations of children and young people playing and pursuing leisure activities provide an opportunity for learners to link theory to practice.

To introduce the unit, learners could be asked to reflect on their own memorable play experiences followed by discussion to identify the common features, highlighting the value of freely chosen play with challenge and without adult intervention. Learners could research the contribution of play to development and present their findings to the class. The particular needs of children with disabilities and the effects of play deprivation could be explored through tutor-led discussion.

The role of the adult in supporting play could be investigated following visits to different settings, for example schools and playgrounds, to observe provision and adult interactions and interventions. DVDs and case studies could be used to consider the adult role in a range of play settings and leisure opportunities for children and young people.

Learners could prepare to debate 'It is the responsibility of adults to protect children and young people from risk of harm'. The concept of acceptable risk could be explored through tutor-led discussion.

A guest speaker, such as a play worker from an out of school club, could be invited, to speak about how they balance challenge and risk in the setting. Learners could prepare questions to ask about risk assessment procedures and how they involve children and young people in the process.

Learners should be encouraged to share their experience of working in schools as employees, as a parent-helper or through work experience.

Assessment

Assessment criteria 2.2, 2.3, 2.4, 2.5 and 3.4 must be assessed in the workplace.

Suggested assessment activities

Learning outcome 1 and assessment criteria 2.1 and 3.1 could be assessed through the production of guidance for a new support worker involved in children and young people's play and leisure. The guidance will need to include:

- a description of the importance of play and leisure for children and young people
- how play and leisure contribute to children and young people's development
- an outline of the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play
- a description of the characteristics of freely chosen, self-directed play and leisure

- a description of the role of the support worker in supporting children and young people's play and leisure activities
- an outline of the value of risk and challenge in children and young people's play and leisure
- a description, with examples, of what is meant by unacceptable risk and challenge in children and young people's play and leisure
- why it is important for children and young people to manage risk and challenge for themselves.

Learning outcome 2 and assessment criterion 3.4 require learners to demonstrate competence in supporting children and young people's play and leisure and must be assessed in the workplace. Evidence will need to be provided of learners:

- giving attention to children and young people's play and leisure activities while being sensitive to their own impact on activities
- undertaking routine safety checks on areas used for children and young people's play and leisure before, during and after play and leisure activities
- supervising children and young people's play and leisure ensuring their safety
- interacting with children and young people in a way that demonstrates: a) interest in what they say, experience and feel, b) respect for their privacy and freedom to make choices for themselves, c) encouragement and praise for play and leisure activities
- encouraging children and young people to manage risk and challenge in play and leisure activities for themselves.

Learners could provide evidence for learning outcome 4 using a reflective diary or journal which needs to include:

- a reflection on all aspects of their practice in supporting children and young people's play and leisure, including provision, safety checks, supervision, interactions and risk management
- own strengths and areas where practice could improve
- a description of how their practice has been improved following reflection.

Essential resources

Learners will have access to a work placement or be employed in work with children and young people to provide the evidence required for this unit

Indicative resource materials

Textbooks

Brown F & Taylor C - *Foundations of Playwork* (Open University Press, 2008)
ISBN 13 978-0335222919

Burnham L - *Supporting Teaching & Learning in Schools* (Heinemann, 2010)
ISBN 978-0-435032-03-6

Lindon J - *Too Safe for Their Own Good?* (National Children's Bureau, 2003)
ISBN 978-1900990974

Journals

Play Today

Play Words

Websites

www.crae.org.uk/rights/uncrc.html	Children's Rights Alliance for England
www.education.gov.uk/	Department for Education
www.freeplaynetwork.org.uk/schools/index.htm	Free Play Network
www.playengland.org.uk	Play England
www.skillsactive.com/playwork/principles	Skills Active

Unit 22: Support Children and Young People's Travel Outside of the Setting

Unit reference number: Y/601/6573

Level: 2

Credit value: 3

Guided learning hours: 22

Unit aim

This unit provides the knowledge, understanding and skills to support children and young people's travel outside of the setting. It requires competence in supporting the arrival and departure of children and young people and supporting them on journeys outside of the setting.

Unit introduction

The purpose of this unit is to prepare learners for supporting journeys beyond the school setting. On completion of this unit they will understand the practical information required to support the safe movement of children and young people whilst taking part in an educational visit. They will have a knowledge of national and local level procedures in terms of supervision and ongoing risk assessment and safety procedures.

Good planning and attention to safety measures can reduce the number of accidents and lessen the seriousness of those that do happen. A significant part of this unit relates to the management of pupils as they arrive to participate in visits, during the visits and at their departure at the close of the visit.

Learners will support the management of these events within a school's overall policy on health and safety. The unit addresses principles of necessary and best practice, rather than trying to cover every eventuality, but informs learners about how to contribute to securing pupil safety when they are involved in supporting travel outside the school setting.

At the end of the unit learners will understand the policies and procedures for travel outside of the school setting, have the ability to support the supervision of children and young people as they arrive for and depart from journeys outside of the setting and be able to support children and young people during travel for visits and activities outside of the setting.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Know the policy and procedures for children and young people's travel outside of the setting</p>	<p>1.1 Describe the organisational and legal requirements for children and young people's travel outside of the setting including adult/child ratio requirements</p> <p>1.2 Describe the different travel arrangements which are appropriate to the individual needs of children and young people and the range of journeys which are being undertaken</p> <p>1.3 Describe the importance of children, young people and adults involved having complete and accurate information about travel arrangements in good time</p> <p>1.4 Describe typical preparations which children and young people and those accompanying them on journeys would have to make for the range of journeys undertaken</p> <p>1.5 Identify the kinds of issues that might occur when supporting children and young people's travel</p> <p>1.6 Describe the contingency arrangements appropriate to the issues that may arise when children and young people are travelling</p>
<p>2 Be able to support the arrival and departure of children and young people</p>	<p>2.1 Obtain information about the children and young people to be dropped off/picked up</p> <p>2.2 Communicate arrangements to colleagues when relevant</p> <p>2.3 Remind children and young people about health and safety issues relating to arriving at and leaving the setting</p> <p>2.4 Follow the organisational procedures for supervising the arrival and departure of children and young people, checking that all children and young people have been accounted for and dealing with any issues arising when children and young people are arriving at or leaving the setting</p>

Learning outcomes	Assessment criteria
<p>3 Be able to support children and young people during travel</p>	<p>3.1 Remind children and young people of agreed ways to keep safe during travel</p> <p>3.2 Respond to the needs of individual children and young people and offer help when required</p> <p>3.3 Follow organisational procedures for travel on foot, by public transport and by private transport</p> <p>3.4 Respond to children and young people's feelings and behaviour as they move from one environment to another</p> <p>3.5 Encourage children and young people to look after themselves and their belongings during travel</p>

Unit content

1 Know the policy and procedures for children and young people's travel outside of the setting

Organisational and legal requirements for children and young people's travel: considerations eg national, local policy for school visits, health and safety policy, prior knowledge of the venue, being aware of potential safety issues when taking pupils out of their usual setting, reporting concerns or incidents to the person responsible for health and safety matters and taking appropriate actions, reporting concerns or incidents to the person responsible for coordinating school visits and taking appropriate actions, legal and organisational responsibilities for safeguarding children and young people, ratios of teachers and supervisory staff to pupils

Different travel arrangement: factors eg location, routes and modes of transport, timetables, departure times, estimated times of arrival, duration, refreshments, communication on route, capacity, access

Information about travel arrangements: range eg safety, preparation, planning, timeline for activities, equipment, information sharing

Preparations to make for the range of journeys undertaken: considerations eg nature of activities, duration and nature of the journey, competence of staff, both general and on specific activities, requirements of the organisation/location to be visited, first aid cover, safety awareness, hazards

Issues that might occur: types eg lateness, failure to attend, travel sickness, ill health, home sickness, poor behaviour, missing children or young people, loss of belongings, accident or emergency

Contingency arrangements: range eg safety measures, steps taken in an emergency, accident, missing person(s), pupils, adult helpers, support workers, teachers, illness, late departure or arrival, transport, delayed, failure to arrive, break down, loss of equipment, lunch, belongings eg telephones, clothing, bags, money, passports

2 Be able to support the arrival and departure of children and young people

Information about passengers to be dropped off/picked up: range eg agreed locations, agreed pupils, times, supervision, expectations if unsupervised, registers, safe locations, behaviour at the location

Communicate arrangements to colleagues when relevant: aspects eg letters, bulletins, notices, emails, itinerary, plans, experience of adults in off-site supervision

Remind children and young people about health and safety issues relating to arriving at and leaving the setting: instructions eg awareness of safeguarding, what to do if approached by anyone from outside the group, how to avoid specific dangers and why they should follow rules, why safety precautions are in place, why special safety precautions are in place for anyone with disabilities, what standard of behaviour is expected from pupils

Organisational procedures for: range eg supervising the arrival and departure of children and young people: assembly points, collection points; identify who will collect children and young people, checking that all children and young people have been accounted for, count, when the group is getting off or on to transport, accuracy, register, pupils, adults, identification, school uniform, name badges, caps; missing children or young persons

Issues when children and young people are arriving at or leaving the setting: types eg failure of pupils to attend, management of pupil behaviour, appropriate person collects, failure of named person to collect, routines for reporting, responsible teacher, supervisor

3 **Be able to support children and young people during travel**

Agreed ways to keep safe during travel: ways eg passenger safety, seated, seat belts, safe times to move, storage of bags, coats, equipment, clear aisles, closed doors, windows, Green Cross Code

Needs of individual children and young people and offer help when required: ways eg observe, be attentive, appropriate intervention, special educational need, physical need, disability, emotional needs, refreshment, water, food

Follow organisational procedures for travel: types eg on foot: ratios of teachers and supervisory staff to pupils escorts, single file, pairs, partners, buddies, guide, adherence to plans, maps, safety, Green Cross Code, public transport: access for pupils with disabilities, responsibilities for safeguarding children and young people, payments, safety, waiting for, on public transport, private transport: observe local and/or governing body guidance, know what to do in an emergency, know how to use fire-fighting and first aid equipment, avoid driving for long periods and ensure that rests are taken, comply with transport regulations, maintenance and insurance cover

Respond to children and young people's feelings and behaviour as they move from one environment to another: ways eg request feedback, evaluation, be receptive, use appropriate ways of dealing with beliefs, feelings and values, showing respect for individuality, the feelings of others and group versus individual needs, use listening skills, supporting positive relationships between pupils and other adults in the setting

Children and young people look after themselves and belongings during travel: features eg safety, security, awareness of safeguarding, what to do if approached by anyone from outside the group, how to avoid specific dangers and why they should follow rules, why safety precautions are in place, why special safety precautions are in place for anyone with disabilities, standard of behaviour expected

Essential guidance for tutors

Delivery

Some of the knowledge and understanding for this unit may come from research or practical work experience, whilst some will be gained outside the classroom or from observed practice in a work placement that engages learners in providing support for pupils outside of the school. The unit gives learners an overview of the context in which support for the travel of pupils take place.

Delivery may involve tutor input, with guidance for learners. The use of DVD/video materials, where possible, would complement delivery, particularly for those learners who do not have permanent access to a setting or have limited access to a setting. Learners will benefit from the opportunity to observe experienced practitioners modelling best practice. This insight into how to support the travel of children and young people outside of the school setting effectively is essential and whilst it can be achieved by using videos, all learners will benefit from shadowing experienced professionals supporting the travel of children and young people. Relevant sections of frameworks and policies for the learner's country could be consulted. In England, for example, the *Health and Safety of Pupils on Educational Visits: A Good Practice Guide (HASPEV)* and *HASPEV; Health and Safety: Responsibilities and Powers or Standards for LEAs in Overseeing Educational Visits* and *Standards for Adventure* documents could be consulted for information and guidance.

Learners should be encouraged to read relevant organisational documents for specific information relating to the travel of pupils which will be age related or related to need, for example, special educational need. Visiting specialist speakers would enhance learner experience significantly.

When delivering learning outcome 1 tutors may choose to support learners in identifying relevant policies and procedures both at a national and local level. Tutors could engage learners in supporting the travel of their peers to deliver learning outcomes 2 and 3 using the exercise to reinforce the learning outcomes. By working with a group of learners to develop plans that inform how they would support others on a school visit tutors will be able to embed the principles of best practice through learner experience. Alternatively, the tutor may choose to give learners with a variety of scenarios that provide learners with opportunities to think about how to ensure pupils arrive for a school visit on time and reach their intended destination safely and on time ready to learn or engage in the intended experience.

The use of different scenarios for learners to discuss within a group and suggest ways to manage situations that arise during pupil travel could also be an effective way of delivering learning outcomes 2 and 3. Another delivery mechanism could be to require learners to shadow professionals leading pupil travel, observing and recording their actions and behaviours. This information could then be used by the tutor to engage learners in analysing how professionals secured pupil safety and how learners may support them effectively and impact positively on the behaviour of pupils.

Appropriate work experience is required for all learners in order to undertake the supervision of children and young people required by this unit.

Assessment

Assessment criteria 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4 and 3.5 must be assessed in the workplace.

Suggested assessment activities

Learners could evidence their knowledge of policies and procedures relating to children and young people's travel outside of the setting in the form of a briefing paper or presentation for adults who will support the travel of pupils. Both methods would enhance the experience of learners and develop confidence in their ability to present written information or communicate verbally to other audiences. The briefing paper or presentation must demonstrate that they understand the policy and procedures for supporting the travel of children and young people on journeys, visits and activities outside of the setting as well as the importance of everyone involved in journeys having complete and accurate information about the travel arrangements. Learners will need to demonstrate that they understand contingency arrangements.

Learners should supplement their evidence for learning outcomes 2 and 3 with descriptions or examples of practical work where possible. Evidence could come, for example, from activities learners have undertaken on their work experience. Learning outcomes 2 and 3 can be achieved through a sustained piece of work that evidences how learners have supported pupils during travel as well as their arrival and departure in readiness for journeys, visits and activities outside of the setting.

The portfolio could design a sample job description that sets out the roles and responsibilities of an adult who supports the travel of pupils. The job description would need to address expectations in terms of obtaining information about the children and young people, communication, the requirement to remind children and young people about health and safety issues and the organisational procedures for supervising the arrival and departure of pupils, accounting for them and managing any issues. Alternatively, learners could create a diary in which they record how they have supported travel and include reflections that illustrate how they reminded pupils of agreed ways to keep safe and on their own behaviours in responding to the needs of pupils whilst following organisational procedures for travel on foot and by public or private transport.

A checklist of instructions to be delivered to pupils could be used to evidence elements of learning outcomes 2 and 3. Where briefing papers, presentations, checklists or instructions are used assessment should take into consideration if they are appropriate to the audience. It could be that a pictorial presentation of information may be helpful to some age, ability or cultural groups. The inclusion of witness statements will form an essential part of evidence.

Essential resources

As this is a work-based programme, learners will either be directly involved in working as part of a team or have access to situations or schools/organisations where adults work in teams to support teaching and learning activities. All learners will need an opportunity to participate in a team activity within the teaching and learning environment.

Indicative resource materials

Textbooks

Bulman K and Savory L — *BTEC First Children's Care, Learning and Development* (Heinemann, 2006) ISBN 978-0435499068

Burnham L — *S/NVQ Level 2 Teaching Assistant's Handbook, 2nd Edition* (Heinemann, 2008) ISBN 978-0435449308

Burnham L — *Supporting Teaching & Learning in Schools* (Heinemann, 2010) ISBN 978-0-435032-03-6

Dryden L — *Essential Early Years* (Hodder Arnold, 2005) ISBN 0340888776

Interactive Tutor Resource for Teaching Assistants S/NVQ Levels 2/3 (Heinemann, 2008) ISBN 978-0435117252

Lang R — *The Art of Positive Communication* (Nasen/David Fulton, 2005) ISBN 978-1843123675

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

qualifications.pearson.com	Pearson qualifications
www.asa-awards.co.uk	Amateur Swimming Association
www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
www.hse.gov.uk	Health and Safety Executive
www.lifesavers.org.uk	The Royal Lifesaving Society UK
www.open.ac.uk	The Open University
www.rgs.org/eac	The Royal Geographical Society
www.rospa.com/pdfs/road/minibus.pdf	<i>Minibus Safety: A Code of Practice - RoSPA and others 2002</i>
www.tda.gov.uk	The Training and Development Agency for Schools
www.teachernet.gov.uk	Teachernet

Unit 23: Support Extra-curricular Activities

Unit reference number: M/601/6577

Level: 2

Credit value: 3

Guided learning hours: 15

Unit aim

This unit provides the knowledge, understanding and skills to support extra-curricular activities under the direction of the school. It requires demonstration of competence in preparing for extra-curricular activities, delivering activities and bringing activities to an end.

Unit introduction

The unit explores the importance of planning and delivering extra-curricular activities for individuals and groups of children and young people. Learners will be able to work under the direction of a teacher, as well as working with the teacher to deliver a variety of activities once they have successfully completed this unit.

Learners will need the opportunity to contribute to supporting extra-curricular activities.

They will experience planning a range of activities that enrich and enhance the experiences of children and young people under the guidance of a lead professional. On completion of this unit learners will be able to support the activities of individuals and groups and effectively contribute to the experiences that are offered to them beyond the core curriculum.

Learners will engage pupils in a broad range of opportunities and encourage them to participate in extra-curricular activities that extend their knowledge, understanding or skill acquisition as well as providing a source of enjoyment and personal development. Learners will also be skilled in supporting pupil performance and intervene appropriately to support ongoing pupil improvement and deliver feedback to pupils to help them improve.

At the end of this unit learners will be able to prepare pupils to participate in extra-curricular activities safely, deliver extra-curricular activities in a way that encourages and enthuses pupil engagement, bring extra-curricular activities to an end safely, manage how resources used to support the activity are stored for further use and reflect on their own contribution to extra-curricular activities.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to prepare for extra-curricular activities	1.1 Describe the aims and content of the extra-curricular activity 1.2 Obtain equipment and resources for the activity 1.3 Prepare the environment for the safe conduct of the activity 1.4 Support children and young people to prepare for the activity
2 Be able to deliver extracurricular-activities	2.1 Interact with children and young people in a way that makes them feel welcome and at ease 2.2 Comply with organisational procedures for checking the children and young people present and making sure children and young people's dress and equipment are safe and appropriate 2.3 Use skills and techniques for ensuring the children and young people understand the activity and what they will be doing 2.4 Use skills and techniques to engage and motivate children and young people to actively participate in extra-curricular activities 2.5 Recognise when children and young people need encouragement and/or help with activities 2.6 Provide children and young people with additional explanations and demonstrations when necessary
3 Be able to bring extra-curricular activities to an end	3.1 Prepare children and young people to finish their activities 3.2 Give the children and young people clear and supportive feedback on their participation and progress 3.3 Encourage children and young people to say how they feel about activities and respond to their feelings appropriately 3.4 Follow organisational procedures for the safe and orderly departure of children and young people from the activity session and clearing and storing equipment and resources

Learning outcomes	Assessment criteria
4 Be able to reflect on own contribution to extra-curricular activities	4.1 Use feedback from children, young people and colleagues to reflect on and improve own contribution to extra-curricular activities

Unit content

1 Be able to prepare for extra-curricular activities

Aims and content of extra-curricular activity: aspects eg objectives, outcomes knowledge acquisition, skill acquisition, experience, short- medium- long-term learning outcomes, audience

Equipment and resources for the activity: equipment lists eg provision and selection of a range of materials, equipment to support the activity eg resources for arts and crafts, ICT, sports equipment, instruments, towers, platforms, gardening equipment

Prepare the environment: considerations eg health and safety policy, setting out equipment, correct and safe use of equipment and materials, condition, being aware of potential safety issues when taking pupils out of their usual setting, reporting concerns or incidents to the person responsible for health and safety matters and taking appropriate actions, legal and organisational responsibilities for safeguarding children and young people

Support children and young people to prepare for the activity: ways eg inform, explain, demonstrate, set parameters, help, raise awareness, respond to questions, supervise, timings if applicable, methods appropriate to age, stage, special educational needs, check understanding

2 Be able to deliver extra-curricular activities

Make children and young people feel welcome and at ease: ways eg communication, language, voice, interpersonal skills, showing pupils that your full attention is being given eg by use of body language, facial expression, speech and language gesture, active listening, eye contact, available but not intrusive, offer new ideas and resources, be inclusive, appropriate participation, intervention

Comply with organisational procedures for: checking the children and young people present eg identify, count, accuracy, check register, missing children or persons

Making sure children and young people's dress and equipment are safe and appropriate: checking eg specialist clothing, safety clothing, preparation requirements, availability and location of equipment, taking account of the needs of all pupils in the learning environment, including those with additional or special needs eg gifted and talented pupils, bilingual/multilingual pupils, pupils with disabilities, location of other relevant safety equipment

Skills and techniques for ensuring the children and young people understand the activity and what they will be doing: using communication skills appropriate to the pupil's level eg being a good role model for communication, helping pupils understand that they have choices and can make choices, communicating in groups, being sensitive to cultural differences that influence communication in a multicultural setting eg bilingual and/or multilingual pupils

Use skills and techniques to engage and motivate children and young people to actively participate in extra-curricular activities: ways eg acknowledge, encourage, be attentive, advocate, be an ambassador, variety of activities, participation, incentives, rewards, praise positive behaviour

Recognise when children and young people need encouragement and/or help with activities: ways eg observe, listen, monitor, asking questions to check understanding; using praise and positive feedback as appropriate, showing a considerate and sympathetic approach; encouraging; attentive to individual needs

Provide children and young people with additional explanations and demonstrations when necessary: ways eg modelling, observe elite performers, coach, practice, related skills; appropriate intervention; highlight performance, enabling pupils to be challenged and supporting pupils, extension tasks, activities, opportunities

3 Be able to bring extra-curricular activities to an end

Prepare children and young people to finish their activities: ways eg give instructions, explain, help, respond to questions, communicate, supervise, inform when activity next takes place

Give children and young people clear and supportive feedback: ways eg mentor, summarise, praise, acknowledging and celebrating successes and achievements, setting goals or actions in areas identified as needing improvement, difference between intentions and actual actions

Encourage children and young people to say how they feel and respond to their feelings appropriately: ways eg request feedback, evaluation, be receptive, use sensitive ways of dealing with beliefs, feelings and values, showing respect for individuality, the feelings of others and group versus individual needs, listening, supporting positive relationships between pupils and other adults in the setting

Follow organisational procedures for: safe and orderly departure of children and young people from the activity session using eg policies and procedures, health and safety, for behaviour management of pupils, including consistently and fairly applied boundaries and rules for pupil behaviour, according to their age, needs and abilities, routines, appropriate interventions when actions are dangerous, secure equipment, safe egress, timings

Clearing and storing equipment and resources: checks eg count equipment and/or resources, return materials as directed, monitor, storage, encourage learners to dispose of waste in a safe and tidy manner, check condition of materials and equipment after use, perishable, hygiene; reporting shortages, damage

4 Be able to reflect on own contribution to extra-curricular activities

Use feedback to reflect on and improve own contribution to extra-curricular activities: ways eg questioning why, what and how, seeking, identifying and resolving problems, seeking alternatives, consideration of different perspectives, views of others, consideration of potential consequences, testing ideas, synthesising ideas, maintaining an open mind, importance of evaluation and review, influence on future planning, continuing professional development

Essential guidance for tutors

Delivery

Some of the knowledge and understanding for this unit may come from learner research or practical work experience, whilst some will be gained in the classroom or from observed practice in a work placement. The unit gives learners an overview of the context in which a broad range of activities take place.

In delivering this unit, tutors should support learners in acquiring a basic awareness of how to plan and deliver extra-curricular activities and of how to use them safely and effectively within a learning environment. Learners should be able to do so with the support of a lead professional.

Delivery may involve a mixture of tutor input and guiding learners on the choice of appropriate materials to support the activities which may vary enormously depending on the activity. The use of DVD/video materials, where possible, would complement delivery, particularly for those learners who do not have permanent access to a setting or have limited access to a setting. Learners will benefit from the opportunity to observe experienced practitioners modelling best practice. This insight into how to support the planning and delivery of extra-curricular activities effectively could also be achieved by using videos. Relevant sections of frameworks and policies for the learner's country could be consulted. In England, for example, National Strategy documents could be consulted for information and guidance, for example, the sections on schools, personalised learning, Common Core of Skills and Knowledge for the Children's Workforce and Safer School Partnerships (Child and Young Person Development, Safeguarding and Promoting the Welfare of the Child).

Learners should be encouraged to read relevant organisational documents for a specific activity in their home country as well as key national policies such as the Early Years Foundation Stage, The Foundation Phase and the Secondary National Strategy for School Improvement. Visiting specialist speakers would enhance learner experience significantly.

When delivering learning outcomes 1 and 3 tutors may choose to identify a variety of extra-curricular activities and work with a group of learners to develop plans that inform how they would work with the lead professional to prepare the activities, and agree how to prepare pupils for them and how to bring them to a close. The tutor may choose to role play the lead professional and, in doing so, enable learners to develop the skills they will draw on when discussing, sharing ideas with guidance and communicating with teachers in the workplace. Tutors could support learners in planning an extra-curricular activity to their peers that draws on a hobby or interest of the learner, this would also help develop confidence.

Role play could also be used as a method for delivering learning outcome 2. Learners could practise delivering support for an activity that engages them in delivering the activity that draws on a hobby or interest of their own, as agreed for learning outcomes 1 and 3, to their peers by experiencing the role under the guidance of the tutor.

Learning outcome 4 could be achieved by using video material, or activity observation, and asking learners to observe, record outcomes and the extent to which the extra-curricular outcomes were achieved, and then reflect on the case study material they have watched to inform a discussion about how feedback from

children, young people and colleagues helps them to reflect on and improve own contribution to extra-curricular activities. Alternatively, learners could be asked to reflect on the activity they have delivered, using knowledge and experience from their own skills base, to enable them to capture the views of others to reflect on and improve their contribution in the future.

Appropriate work experience is required for all learners in order to deliver extra-curricular activities as well as preparing for and closing the activities in this unit.

Assessment

Assessment criteria 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3 and 3.4 must be assessed in the workplace.

Suggested assessment activities

Learners should supplement their evidence for learning outcome 1 with descriptions or examples of practical work where possible. Evidence could come, for example, from activities learners have undertaken on their work experience.

A single portfolio of sustained work may be submitted for this unit that follows the development of an extra-curricular activity from the planning stage to completion and illustrates how the learner will use pupil feedback to inform subsequent activity.

To satisfy learning outcome 1 learners could create a plan that describes the aims and objectives of the extra-curricular activity, equipment and resources needed as well as how the environment will be prepared and how learners will support children and young people to prepare for the activity. Learning outcome 2 requires learners to demonstrate how they have started and delivered the activity, enabling the aims to be met. Evidence for this element could take the form of a fact sheet or checklist that learners have created for other support workers to use should they be required to deliver the same activities in the future taking into account the setting, age range of pupils and their particular needs. This should then be supplemented with evidence that illustrates how learners attended to relevant health and safety requirements when preparing pupils, the environment and any necessary resources or materials of the required quality and quantity.

Evidence for learning outcome 3 must show how learners prepared pupils to finish the activity, gave supportive feedback on both pupil participation and progress and encouraged pupils to express how they feel about activities. Therefore evidence for Learning outcome 2 and 3 could take the form of witness statements from the lead professional that confirm learner ability to carry out these responsibilities and to respond appropriately to pupil interactions, behaviour and feelings. A learner-generated checklist for instructions to be delivered to pupils participants and against equipment and resources could provide evidence that the safe and orderly departure of pupils has been ensured and that the appropriate care and attention has been given to the return and storage of equipment relating to the extra curricular activity.

Evidence for learning outcome 4 could be presented in the form of a personal development plan illustrating how they obtained feedback from pupils, perhaps in the form of an evaluation sheet for pupils to complete about the activity as the focus for the intended portfolio activity. This should also include suggestions for professional development relating to how the Learner can improve their own contribution to extra-curricular activities in the future.

Essential resources

As this is a work-based programme, all learners will either be directly involved in working as part of a team or have access to situations or schools/organisations where adults work in teams to support teaching and learning activities. All learners will need an opportunity to participate in a team activity within the teaching and learning environment.

Indicative resource materials

Textbooks

Brookes G — *The Complete Guide for Teaching Assistants in Secondary Education* (Continuum International Publishing Group Ltd, 2008) ISBN 978-0826499066

Burnham L and Diaz L — *Interactive Tutor Resource for Teaching Assistants: S/NVQ Levels 2 and 3* (Heinemann Educational Publishers, 2007) ISBN 978-0435117252

Burnham L — *Supporting Teaching & Learning in Schools* (Heinemann, 2010) ISBN 978-0-435032-03-6

Cheminais R — *Every Child Matters: A Practical Guide for Teaching Assistants, 1st Edition* (David Fulton Publishers Ltd, 2008) ISBN 978-0415458764

Diaz L Burnham — *S/NVQ Level 3 Teaching Assistant's Handbook: Secondary School 2nd Edition* (Heinemann, 2008) ISBN 978-0435449391

Hryniewicz B — *Teaching assistants: The Complete Handbook, 2nd Edition* (Adamson Publishing, 2007) ISBN 978-0948543029

Lang R — *The Art of Positive Communication* (Nasen/David Fulton, 2005) ISBN 978-1843123675

Kamen T — *Teaching Assistant's Handbook, 2nd Edition* (Hodder Arnold, 2008) ISBN 978-0340959381

Morgan J — *How to Be a Successful Teaching Assistant* (Continuum International Publishing Group Ltd, 2007) ISBN 978-0826493286

Richards G and Armstrong F — *Key Issues for Teaching Assistants: Working in Diverse and Inclusive Classrooms, 1st Edition* (Routledge, 2007) ISBN 978-0415434256

Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

qualifications.pearson.com	Pearson qualifications
www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
www.hse.gov.uk	Health and Safety Executive
www.open.ac.uk	The Open University
www.teachernet.com	Teachernet
www.tda.gov.uk	The Training and Development Agency for Schools

Unit 24: Support the Use of Information and Communication Technology for Teaching and Learning

Unit reference number: A/601/6579

Level: 2

Credit value: 2

Guided learning hours: 12

Unit aim

This unit covers the knowledge and skills needed for supporting the use of ICT for teaching and learning. It requires demonstration of competence in preparing ICT resources to support teaching and learning and supporting the teacher, colleagues and learners to use ICT resources safely and effectively.

Unit introduction

The aim of the unit is for learners to develop their awareness of ICT tools and equipment and of how to use these tools safely and effectively within the teaching and learning environment. Learners will also develop their understanding of external legislation, regulations and guidance in relation to the use of ICT and how it applies to the school setting.

On completion of this unit all learners will be able to describe the policy and procedures for the use of ICT in the school environment and will understand their role and responsibilities with regard to how to follow them appropriately to assist and support the teaching and learning process.

Learners will benefit from the opportunity to use a range of ICT tools in the classroom environment to support effective teaching and learning. The unit will help learners judge which type and level of equipment are required, know the methods used within a setting to book the equipment and how faults are reported.

Learners should have the opportunity to support pupils in the independent use of ICT, as well as ensuring that it is used safely. The overall unit focus is on gaining the knowledge and skills associated with ICT through research, investigation and practical application.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the policy and procedures for the use of ICT for teaching and learning	1.1 Describe the setting's policy for the use of ICT for teaching and learning 1.2 Identify the ICT resources used for teaching and learning within the setting 1.3 Outline relevant legislation, regulations and guidance in relation to the use of ICT eg software licensing 1.4 Describe the setting's procedures for dealing with faulty ICT equipment 1.5 Describe the requirements and procedures for storage and security of ICT resources in the setting
2 Be able to prepare ICT resources for use in teaching and learning	2.1 Follow the manufacturers' and safety instructions for setting up ICT resources 2.2 Describe the risks associated with ICT resources and how to minimise them 2.3 Identify and obtain accessories, consumables and information needed to use ICT resources 2.4 Use screening devices to prevent access to unsuitable material via the internet 2.5 Identify and resolve common problems with ICT resources
3 Be able to support the use of ICT for teaching and learning	3.1 Operate ICT resources correctly and safely when asked to do so 3.2 Give clear guidance and instructions on the use of ICT resources 3.3 Provide an appropriate level of assistance to enable learners to experience a sense of achievement, maintain self-confidence and encourage self-help skills in the use of ICT 3.4 Monitor the safe use of ICT resources, including internet access, and intervene promptly where actions may be dangerous 3.5 Describe the sorts of problems that might occur when supporting learners using ICT and how to deal with these

Unit content

1 Know the policy and procedures for the use of ICT for teaching and learning

Setting's policy for the use of ICT for teaching and learning: aspects eg internal/external, regulations, adherence, house style for fonts, type set, language, file names and nomenclature, location for saved documents; reasons eg tool to support teaching and learning across the curriculum, teaching of discrete ICT skills, secure internet access

ICT resources used for teaching and learning within the setting: range of resources eg television, DVD player/recorder, computers, concept keyboard, internet and intranet as appropriate, online learning, digital and video cameras, language masters, audio equipment, learning packages and software, data handling software, SMART board, communication aids, email, video conferencing, virtual learning environment systems

Legislation, regulations and guidance: range eg software licensing, license agreements, access rights, data protection, freedom of information, duration of use by teachers, support workers, pupils, fire regulation

Procedures for dealing with faulty ICT equipment: process eg reporting faults, organisational procedures, safe removal of equipment, service level agreements, replacements, funding

Storage and security of ICT resources in the setting: procedures eg for hardware, software, security, passwords, storage of data, backup routines, procedures

2 Be able to prepare ICT resources for use in teaching and learning

Setting up ICT resources: instructions eg start-up procedures, basic instructions, copyright, identification of viruses, preventative software

Risks associated with ICT resources: types eg use of electricity, leads, plugs, position of equipment, security, storage, maintenance, moving heavy equipment, location of equipment, height of chairs and table

Accessories, consumables and information: range eg mouse, mouse pads, screens, storage facilities, CDs, DVDs, memory sticks, printers, ink jets, paper, printers

Screening devices to prevent access to unsuitable material via the internet: prevent access to eg barred sites, barred words, vocabulary, use access codes, monitoring systems

Identify and resolve common problems with ICT resources: monitoring of equipment eg use register of issues, hardware, software, regular review, guidance for teachers, support workers, pupils, ICT support team

3 Be able to support the use of ICT for teaching and learning

ICT resources: use and know eg types of ICT resources for a selected teaching and learning environment, activities, switching on and shutting down, use of keyboard and mouse control, appropriate software packages, develop generic skills, software packages and graphics appropriate for the age of the pupil

Guidance and instructions on the use of ICT resources: show eg procedures for booking, allocating resources, reporting faults and problems, roles and responsibilities, policy on use of ICT in the classroom including virus controls and access to the internet, copyright and data protection

Level of assistance: range eg support learning, develop and support teaching and delivery strategies, promote independent use of ICT, increase motivation, encourage pupils in self-assessment where appropriate, role of teaching assistant in assessment of pupil progress and achievements

ICT resources: monitor use eg safeguarding children and young people, screening devices both online and offline, appropriate interventions where a pupil's actions may be dangerous, monitoring appropriateness of pupils' internet use, equipment left safely and securely after use

Problems that might occur: types eg eyesight, posture, length of time using equipment and taking appropriate breaks, adapting ICT material as required to meet the individual learning needs of pupils eg size of text, colour of screen, software packages, bilingual/multilingual pupils, gifted and talented pupils or pupils with disabilities or special educational needs

Essential guidance for tutors

Delivery

Some of the knowledge and understanding for this unit may come from research or practical work experience, whilst some will be gained in the classroom or from observed practice in a work placement. The unit gives learners an overview of the context in which learning takes place.

In delivering this unit, tutors should support learners in acquiring a basic awareness of a range of ICT tools and of how to use them safely and effectively within a learning environment, whilst supporting the teaching and learning taking place in the classroom. Learners should also consider how existing ICT resources are adapted, or could be adapted, to support more effective teaching and learning and meet pupils' individual learning needs.

Tutors will need to point out links to relevant organisational documents for a specific teaching and learning setting in the home country and links to key home country policies or national policies, for example safeguarding children and young or vulnerable people. Learners will need access to a wide range of ICT equipment including computers, televisions, DVD and video players, digital cameras, SMART boards, interactive whiteboards, internet and email facilities. They may require extra support in using certain programmes. It would be ideal for all learners to experience sessions in a purpose built ICT learning resource environment with access to a specialist support technician/tutor, or to have the opportunity to undertake a personal learning programme. It would reinforce learning if software packages were used to deliver some elements of this unit and learners should be encouraged to use the internet for example to research best practice guidance on the use of ICT or national policies.

Learners will also need the opportunity to check that ICT equipment is safe, functional and available. They will need to be aware of the booking procedures for a selected teaching and learning setting to enable pupils to access the materials required for activities. It could be that the booking systems are ICT based, and therefore, it would be helpful for learners to experience using these systems in the workplace environment.

Learners should have the opportunity to operate and set up the ICT equipment safely and effectively as a learning resource that enables pupils to develop effective skills in using ICT.

Learners would benefit greatly from supporting the use of ICT in a setting with pupils of varying abilities and needs. It should be remembered that pupils' ability to use ICT may vary and may not, for example, necessarily be linked to their literacy or numeracy ability.

Learners should also have the opportunity to explore different learning packages and be able to use SMART board/interactive whiteboard packages.

Assessment

Assessment criteria 2.3, 2.4, 3.1, 3.2, 3.3 and 3.4 must be assessed in the workplace.

Suggested assessment activities

Tutors should encourage learners to submit their evidence for this unit using ICT, which may take the form of presentations, documentation, assignments, work placement reports, logbooks, case studies, diaries, witness and observational statements or personal statements. By encouraging learners to use ICT in this way tutors will develop their confidence which they will then be able to pass on to pupils.

Assessment could be carried out using two tasks.

Firstly, learners could investigate the policy and procedures for the use of ICT in their workplace and create a PowerPoint presentation that identifies the important elements for delivery at a school support staff meeting for example. This could be developed where learners describe the setting's organisational procedures for using different types of ICT resources. Alternatively, learners could be asked to develop a model policy, following research on the internet, for use in any school environment.

Learners will need to evidence how they have followed manufacturers' and safety instructions for setting up ICT resources to support pupils' learning. A lesson preparation plan or checklist that the learner has used could be submitted as evidence that describes or illustrates how they identified the risks associated with the use of ICT resources and how to minimise them demonstrating an understanding of how to identify and obtain any accessories, consumables or information needed to use the ICT resources. The preparation plan would also include a description of how screening devices were to be employed to prevent access to unsuitable material and explain how common problems were to be identified and managed.

In a third task, the ability to support the use of ICT for teaching and learning and the preparation of learning materials for use with pupils could be evidenced in the form of a portfolio of evidence supported by witness statements from those leading the activities, for example the teacher. Learners could, for example, develop the instructions they need to share with pupils and present them in a DVD or as 'downloadable instructions on screen' as a way of delivering clear guidance and instruction on the use of ICT.

The lead professional could provide a witness statement to support how this was used with groups of pupils. The assessment task for learning outcome 3 also requires learners to provide appropriate pupil support so that those pupils experience a sense of achievement, maintain self-confidence and become independent learners themselves when using ICT. Evidence that this element has been met will require verification by a teacher or professional in the form of a witness statement.

Essential resources

As this is a work-based programme, learners will either be directly involved in working as part of a team or have access to situations or schools/organisations where adults work in teams to support teaching and learning activities. All learners will need an opportunity to participate in a team activity within the teaching and learning environment.

Indicative resource materials

Textbooks

Allen J, Potter J, Sharp J, Turvey K — *Primary ICT: Knowledge, Understanding and Practice (Achieving QTS), 3rd Edition* (Learning Matters Limited, 2007)
ISBN 1844450947

Burnham L — *S/NVQ Level 2 Teaching Assistant's Handbook, 2nd Edition*
(Heinemann, 2008) ISBN 978-0435449308

Burnham L — *Supporting Teaching & Learning in Schools* (Heinemann, 2010)
ISBN 978-0-435032-03-6

Collins J, Hammond M and Wellington J — *Teaching and Learning with Multimedia*
(Routledge, 1997) ISBN 978-0415148979

Interactive Tutor Resource for Teaching Assistants S/NVQ Levels 2/3
(Heinemann, 2008) ISBN 978-0435117252

Potter F and Darbyshire C — *Understanding and Teaching the ICT National Curriculum* (David Fulton, 2005) ISBN 978-1843121336

Websites

qualifications.pearson.com	Pearson qualifications
www.bis.gov.uk	Department for Business Innovation and Skills
www.cipd.co.uk	Chartered Institute of Personnel and Development
www.ento.org.uk	ENTO
www.gtce.org.uk	General Teaching Council of England
www.hse.gov.uk	Health and Safety Executive
www.open.ac.uk	The Open University
www.tda.gov.uk	The Training and Development Agency for Schools
www.teachernet.com	Teachernet
www.teach-ict.com	Teach ICT

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from the Pearson team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Pearson/BTEC qualification framework for the Teaching and Learning sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	Pearson Specialist courses	NVQ/occupational
8				
7			Pearson Edexcel Diploma in the Management of Assessment	
6				
5			Pearson Edexcel Diploma in Teaching in the Lifelong Learning Sector	
4			Pearson Edexcel Preparing to Teach in the Lifelong Learning Sector Pearson Edexcel Certificate in Teaching in the Lifelong Learning Sector	Pearson Edexcel Certificate in the Internal Quality Assurance of Assessment Processes and Practice Pearson Edexcel Certificate in the External Quality Assurance of Assessment Processes and Practice

Level	General qualifications	BTEC full vocationally-related qualifications	Pearson Specialist courses	NVQ/occupational
3			Pearson Edexcel Supporting Teaching and Learning in Schools Pearson Edexcel Preparing to Teach in the Lifelong Learning Sector Pearson Edexcel Certificate in Teaching in the Lifelong Learning Sector	Pearson Edexcel Award in Assessing the Quality of Assessment Pearson Edexcel Certificate in Assessing the Quality of Assessment
2			Pearson Edexcel Support Work in Schools	
1				
Entry				

Annexe B

Wider curriculum mapping

Study of the Pearson Level 2 qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

Tracking sheets for Pearson Edexcel Level 2 Award in Support Work in Schools and Pearson Edexcel Level 2 Certificate in Supporting Teaching and Learning

For quality assurance purposes, learners must reference the type of evidence they have and where it is available. The end columns (below) may be used for this purpose. Learners enter the relevant details and a reference. Alternatively, the learner and/or centre may devise their own referencing system. It is essential to gain final sign off of the evidence for authenticity.

Unit 1: Child and Young Person Development

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Know the main stages of child and young person development	<p>1.1 Describe the expected pattern of children and young people's development from birth to 19 years, to include physical development, communication and intellectual development, social, emotional and behavioural development</p> <p>1.2 Describe, with examples, how different aspects of development can affect one another</p>			
2 Understand the kinds of influences that affect children and young people's development	<p>2.1 Describe, with examples, the kinds of influences that affect children and young people's development including: background, health, environment</p> <p>2.2 Describe, with examples, the importance of recognising and responding to concerns about children and young people's development</p>			
3 Understand the potential effects of transitions on children and young people's development	<p>3.1 Identify the transitions experienced by most children and young people</p> <p>3.2 Identify transitions that only some children and young people may experience eg. bereavement</p> <p>3.3 Describe with examples how transitions may affect children and young people's behaviour and development</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Communication and Professional Relationships with Children, Young People and Adults

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Know how to interact with and respond to children and young people	1.1 Describe how to establish respectful, professional relationships with children and young people 1.2 Describe, with examples, how to behave appropriately for a child or young person's stage of development 1.3 Describe how to deal with disagreements between children and young people 1.4 Describe how their own behaviour could promote effective interactions with children and young people impact negatively on interactions with children and young people			
2 Know how to interact with and respond to adults	2.1 Describe how to establish respectful, professional relationships with adults 2.2 Describe the importance of adult relationships as role models for children and young people			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Know how to communicate with children, young people and adults	3.1 Describe how communication with children and young people differs across different age ranges and stages of development 3.2 Describe the main differences between communicating with adults and communicating with children and young people 3.3 Identify examples of communication difficulties that may exist 3.4 Describe how to adapt communication to meet different communication needs 3.5 Describe how to deal with disagreements between the practitioner and children and young people and the practitioner and other adults			
4 Know about current legislation, policies and procedures for confidentiality and sharing information, including data protection	4.1 Identify relevant legal requirements and procedures covering confidentiality, data protection and the disclosure of information 4.2 Describe the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this 4.3 Identify situations when confidentiality protocols must be breached			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Equality, Diversity and Inclusion in Work with Children and Young People

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand the importance of promoting equality and diversity in work with children and young people	1.1 Identify the current legislation and codes of practice relevant to the promotion of equality and valuing of diversity 1.2 Describe the importance of supporting the rights of all children and young people to participation and equality of access 1.3 Describe the importance and benefits of valuing and promoting cultural diversity in work with children and young people			
2 Understand the impact of prejudice and discrimination on children and young people	2.1 Describe ways in which children and young people can experience prejudice and discrimination 2.2 Describe the impact of prejudice and discrimination on children and young people 2.3 Assess how own attitudes, values and behaviour could impact on work with children and young people 2.4 Describe the importance of promoting anti-discriminatory practice in work with children and young people 2.5 Describe how to challenge discrimination			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Understand inclusion and inclusive practices in work with children and young people	3.1 Describe what is meant by inclusion and inclusive practices 3.2 Describe features of an inclusive setting for children and young people 3.3 Describe how inclusion works in own sector of the children's workforce			

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(if sampled)

Unit 4: Help Improve Own and Team Practice in Schools

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Be able to reflect on own practice	1.1 Take note of children and young people's responses to own practice 1.2 Ask for constructive feedback on own practice from colleagues 1.3 Take note of responses to own practice from others 1.4 Evaluate all aspects of own practice			
2 Be able to improve own practice	2.1 Identify possible development opportunities relevant to improving own practice 2.2 Describe the importance of continuing professional development 2.3 Work with an appropriate person to: identify own strengths, and areas where practice could improve, plan ways in which practice could improve and identify goals and targets 2.4 Take part in continuing professional development that is relevant to own goals and targets 2.5 Review own personal development 2.6 Identify new areas of skill and knowledge needed to achieve new goals and targets			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Understand the work of the team	3.1 Describe why teamwork is important in schools 3.2 Describe the purpose and objectives of the team in which they work 3.3 Describe own role and responsibilities and those of others in the team 3.4 Describe the importance of respecting the skills and expertise of other practitioners			
4 Be able to support the work of the team	4.1 Support the purpose and objectives of the team 4.2 Carry out own role and responsibilities within the team 4.3 Communicate clearly with team members and others, making sure they have the information they need 4.4 Interact with others in a way that supports good teamwork 4.5 Identify and suggest ways in which the team could improve its work, challenging existing practice where necessary 4.6 Respond to differences of opinion and conflict constructively 4.7 Seek advice and support from relevant people when needed			

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Unit 5: Maintain and Support Relationships with Children and Young People

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Be able to communicate with children and young people	<p>1.1 Communicate with children and young people in a way that is appropriate to the individual, using both conventional language and body language</p> <p>1.2 Actively listen to children and young people and value what they say, experience and feel</p> <p>1.3 Check that children and young people understand what is communicated</p>			
2 Be able to develop and maintain relationships with children and young people	<p>2.1 Demonstrate how to establish rapport and respectful, trusting relationships with children and young people</p> <p>2.2 Give attention to individual children and young people in a way that is fair to them and the group as a whole</p> <p>2.3 Demonstrate supportive and realistic responses to children and young people's questions, ideas, suggestions and concerns</p> <p>2.4 Provide children and young people with reasons for actions when appropriate</p> <p>2.5 Encourage children and young people to make choices for themselves</p>			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to support relationships between children, young people and others in the setting	3.1 Support children and young people to communicate effectively with others 3.2 Encourage children and young people to understand other people's individuality, diversity and differences 3.3 Help children and young people to understand and respect other people's feelings and points of view 3.4 Support children and young people to develop group agreements about the way they interact with others 3.5 Demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves			

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Unit 6: Safeguarding the Welfare of Children and Young People

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety	1.1 Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety 1.2 Describe the roles of different agencies involved in safeguarding the welfare of children and young people			
2 Know what to do when children or young people are ill or injured, including emergency procedures	2.1 Identify the signs and symptoms of common childhood illnesses 2.2 Describe the actions to take when children or young people are ill or injured 2.3 Identify circumstances when children and young people might require urgent medical attention 2.4 Describe the actions to take in response to emergency situations including: fires, security incidents, missing children or young people			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Know how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied	3.1 Identify the characteristics of different types of child abuse 3.2 Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies 3.3 Describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self harm) or bullied, or maybe at risk of harm, abuse or bullying 3.4 Describe the actions to take in response to concerns that a colleague may be: failing to comply with, safeguarding procedures, harming, abusing or bullying a child or young person 3.5 Describe the principles and boundaries of confidentiality and when to share information			

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Unit 7: Support Children and Young People's Health and Safety

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Know the legislative and policy framework for health and safety	1.1 Describe how current health and safety legislation, policies and procedures are implemented in the setting 1.2 Describe how health and safety is monitored and maintained in the setting 1.3 Describe how people in the setting are made aware of risks and hazards and encouraged to work safely 1.4 Identify the lines of responsibility and reporting for health and safety in the setting			
2 Be able to recognise and manage risks to children and young people's health, safety and security	2.1 Demonstrate how to identify potential hazards to the health, safety and security of children and young people 2.2 Demonstrate how to deal with hazards to minimise risks to the health, safety and security of children and young people 2.3 Demonstrate ways of supporting children and young people to take responsibility for their own health, safety and security			
3 Be able to support children and young people to assess and manage risk	3.1 Outline the importance of taking a balanced approach to risk management 3.2 Demonstrate ways of supporting children and young people to assess and manage risk for themselves			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
4 Be able to respond to emergency situations	4.1 Recognise and respond to emergency situations 4.2 Follow the setting's procedures for dealing with emergency situations 4.3 Give reassurance and comfort to those involved in the emergency 4.4 Give other people providing assistance clear information about what has happened 4.5 Follow the procedures of the setting for reporting and recording accidents and emergencies			

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Unit 8: Support Children and Young People's Positive Behaviour

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Know the policies and procedures of the setting for promoting children and young people's positive behaviour	<p>1.1 Describe the policies and procedures of the setting relevant to promoting children and young people's positive behaviour</p> <p>1.2 Describe, with examples, the importance of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting</p>			
2 Be able to support positive behaviour	<p>2.1 Describe the benefits of encouraging and rewarding positive behaviour</p> <p>2.2 Apply skills and techniques for supporting and encouraging children and young people's positive behaviour</p> <p>2.3 Demonstrate realistic, consistent and supportive responses to children and young people's behaviour</p> <p>2.4 Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting</p>			
3 Be able to respond to inappropriate behaviour	<p>3.1 Select and apply agreed strategies for dealing with inappropriate behaviour</p> <p>3.2 Describe the sorts of behaviour problems that should be referred to others and to whom these should be referred</p>			

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Unit 9: Supporting Learning Activities

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Be able to support the teacher in planning learning activities	<p>1.1 Describe how a learning support practitioner may contribute to the planning, delivery and review of learning activities</p> <p>1.2 Identify own strengths and weaknesses in relation to supporting learning activities and how these may impact on the support that can be provided</p> <p>1.3 Use own knowledge of the learners and curriculum to contribute to the teacher's planning</p> <p>1.4 Identify and obtain the information required to support learning activities</p> <p>1.5 Identify and agree with the teacher the opportunities for using information and communication technology to support learning</p>			
2 Be able to prepare for learning activities	<p>2.1 Select and prepare the resources required for planned learning activities</p> <p>2.2 Adapt resources as directed by the teacher to meet the needs of learners</p> <p>2.3 Ensure the learning environment meets relevant health, safety, security and access requirements</p>			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to support learning activities	3.1 Use a range of learning support strategies to meet the needs of learners 3.2 Apply skills and techniques to engage and motivate learners 3.3 Demonstrate ways of supporting learners to develop: literacy skills, numeracy skills, ICT skills 3.4 Describe the sorts of problems that might occur when supporting learning activities and how to deal with these			
4 Be able to observe and report on learner participation and progress	4.1 Apply skills and techniques for monitoring learners' responses to learning activities 4.2 Assess how well learners are participating in activities and the progress they are making 4.3 Record observations and assessments of learner participation and progress in the required format			
5 Be able to support the evaluation of learning activities	5.1 Describe the importance of evaluating learning activities 5.2 Provide constructive feedback on learning activities in discussion with the teacher 5.3 Identify any difficulties encountered in supporting the learning activities 5.4 Provide the teacher with feedback on learners' participation and progress			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
6 Be able to evaluate own practice in relation to supporting literacy, numeracy and ICT	6.1 Identify ways in which own knowledge, understanding and skills in literacy, numeracy and ICT impact on practice 6.2 Identify opportunities to improve own knowledge, understanding and skills in literacy, numeracy and ICT			

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Unit 10: Schools as Organisations Level 2

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Know the different types of schools in the education sector	1.1 Identify the main types of state and independent schools 1.2 Describe the characteristics of the different types of schools in relation to educational stage(s) and school governance			
2 Know how schools are organised in terms of roles and responsibilities	2.1 Describe roles and responsibilities of school governors, senior management team, other statutory roles eg SENCO teachers and support staff 2.2 Describe the roles of external professionals who may work with a school eg educational psychologist			
3 Understand how schools uphold their aims and values	3.1 Define the meaning of aims and values 3.2 Describe, with examples, how schools may demonstrate and uphold their aims 3.3 Describe, with examples, how schools may demonstrate and uphold their values			
4 Know about the laws and codes of practice that affect work in schools	4.1 Identify the laws and codes of practice affecting work in schools 4.2 Describe how laws and codes of practice promote pupil wellbeing and achievement			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
5 Know about the range and purpose of school policies and procedures	5.1 Describe why schools have policies and procedures 5.2 Identify the policies and procedures schools may have relating to staff, pupil welfare and teaching and learning			
6 Know about the wider context in which schools operate	6.1 Identify the roles and responsibilities of national and local government for education policy and practice 6.2 Describe the role of schools in national policies relating to children, young people and families 6.3 Describe the roles of other organisations working with children and young people and how these may impact on the work of schools			

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Unit 11: Schools as Organisations Level 3

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Know the structure of education from early years to post-compulsory education	1.1 Summarise entitlement and provision for early years education 1.2 Explain the characteristics of the different types of schools in relation to educational stage(s) and school governance 1.3 Explain the post-16 options for young people and adults			
2 Understand how schools are organised in terms of roles and responsibilities	2.1 Explain the strategic purpose of school governors, senior management team, other statutory roles eg SENCO, teachers and support staff roles 2.2 Explain the roles of external professionals who may work with schools eg educational psychologist			
3 Understand school ethos, mission, aims and values	3.1 Explain how the ethos, mission, aims and values of a school may be reflected in working practices 3.2 Evaluate methods of communicating a school's ethos, mission, aims and values			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
4 Know about the legislation affecting schools	<p>4.1 Summarise the laws and codes of practice affecting work in schools</p> <p>4.2 Explain how legislation affects how schools work</p> <p>4.3 Explain the roles of regulatory bodies relevant to the education sector which exist to monitor and enforce the legislative framework, including general bodies such as the Health and Safety Executive and school-specific regulatory bodies</p>			
5 Understand the purpose of school policies and procedures	<p>5.1 Explain why schools have policies and procedures</p> <p>5.2 Summarise the policies and procedures schools may have relating to staff, pupil welfare, teaching and learning, equality, diversity and inclusion and parental engagement</p> <p>5.3 Evaluate how school policies and procedures may be developed and communicated</p>			
6 Understand the wider context in which schools operate	<p>6.1 Summarise the roles and responsibilities of national and local government for education policy and practice</p> <p>6.2 Explain the role of schools in national policies relating to children, young people and families</p> <p>6.3 Explain the roles of other organisations working with children and young people and how these may impact on the work of schools</p>			

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Unit 12: Contribute to Supporting Bilingual Learners

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Be able to interact with bilingual learners	<p>1.1 Interact with bilingual learners in a way that demonstrates: respect for their first or home language(s), values, culture, beliefs and sensitivity to individual needs</p> <p>1.2 Use language and vocabulary which is appropriate to the learner's age, level of understanding and proficiency in the target language</p>			
2 Be able to support bilingual learners to develop skills in the target language	<p>2.1 Use knowledge of the needs and interests of individual learners to support development of the target language</p> <p>2.2 Use a range of techniques for supporting learners in developing language skills in the target language</p> <p>2.3 Show ways of encouraging and supporting bilingual learners to interact with others using the target language</p>			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to support bilingual learners during learning activities	3.1 Select learning resources to meet the needs of bilingual learners 3.2 Apply skills and techniques for including bilingual learners in learning activities 3.3 Use appropriate techniques to support the learning and language development needs of individual learners 3.4 Provide feedback to the teacher on the learner's participation and progress in relation to: the learning activities and language development			

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Unit 13: Invigilate Tests and Examinations

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand policy and procedures for the conduct of tests and examinations	1.1 Explain the centre's tests and examinations policy 1.2 Explain the procedures and regulations for the conduct of external examinations and any inspection procedures related to this 1.3 Explain the sorts of access arrangements that may be required for candidates with additional needs 1.4 Explain the centre's procedures for responding to health, safety and security emergencies during a test or examination 1.5 Explain the reasons why a candidate may need to be supervised between tests and examinations			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
2 Be able to prepare for tests and examinations	2.1 Demonstrate the correct procedures for setting up an examination room 2.2 Identify and obtain supplies of authorised stationery and materials including the correct test or examination papers 2.3 Explain and demonstrate arrangements for the safe custody of question papers and other test or examination materials 2.4 Identify and comply with any specific requirements for the test or examination and/or the candidates involved 2.5 Identify and check any emergency communication system if available			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to prepare candidates for tests and examinations	3.1 Explain the importance of having the examination room ready to admit candidates at the scheduled time 3.2 Demonstrate the correct procedures for admitting candidates into the room 3.3 Perform the necessary checks for verifying the identity of the candidates, ensuring that no inadmissible equipment or materials are brought into the examination room, confirming candidates are seated according to the seating plan and ensuring that learners have the correct papers and materials 3.4 Explain the procedures for dealing with candidates who are not on the test or examination attendance list and candidates who arrive late for a test or examination			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
4 Be able to implement invigilation requirements	<p>4.1 Explain the importance of ensuring all rules and regulations relating to the conduct of tests and examinations are strictly applied and followed</p> <p>4.2 Give clear and unambiguous instructions to candidates at the start of tests and examinations</p> <p>4.3 Demonstrate the correct procedures for completing an attendance register including specific requirements for candidates who are withdrawn from a test or examination, not on the register, late for a test or examination and absent from a test or examination</p> <p>4.4 Apply the centre's procedures for dealing with: queries from candidates, disruptive behaviour or irregular conduct and candidates who want or need to leave the examination room during the test or examination</p>			
5 Be able to end tests and examinations	<p>5.1 Demonstrate the correct procedures for ending tests and examinations including a collecting papers, allowing candidates to leave the examination room and completing test and examination records</p> <p>5.2 Differentiate between ending tests and examinations when: all candidates are due to finish their test or examination at the same time and some candidates are still engaged in a test or examination</p>			

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Unit 14: Move and Position Individuals in Accordance with their Plan of Care

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand anatomy and physiology in relation to moving and positioning individuals	1.1 Outline the anatomy and physiology of the human body in relation to the importance of correct moving and positioning of individuals 1.2 Describe the impact of specific conditions on the correct movement and positioning of an individual			
2 Understand legislation and agreed ways of working when moving and positioning individuals	2.1 Describe how legislation and agreed ways of working affect working practices related to moving and positioning individuals 2.2 Describe what health and safety factors need to be taken into account when moving and positioning individuals and any equipment used to do this			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to minimise risk before moving and positioning individuals	3.1 Access up-to-date copies of risk assessment documentation 3.2 Carry out preparatory checks using: the individual's care plan and the moving and handling risk assessment 3.3 Identify any immediate risks to the individual 3.4 Describe actions to take in relation to identified risks 3.5 Describe what action should be taken if the individual's wishes conflict with their plan of care in relation to health and safety and their risk assessment 3.6 Prepare the immediate environment ensuring: adequate space for the move in agreement with all concerned and that potential hazards are removed 3.7 Apply standard precautions for infection prevention and control			
4 Be able to prepare individuals before moving and positioning	4.1 Demonstrate effective communication with the individual to ensure that they: understand the details and reasons for the action/activity being undertaken and agree the level of support required 4.2 Obtain valid consent for the planned activity			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
5 Be able to move and position an individual	5.1 Follow the care plan to ensure that the individual is positioned: using the agreed technique and in a way that will avoid causing undue pain or discomfort 5.2 Demonstrate effective communication with any others involved in the manoeuvre 5.3 Describe the aids and equipment that may be used for moving and positioning 5.4 Use equipment to maintain the individual in the appropriate position 5.5 Encourage the individual's active participation in the manoeuvre 5.6 Monitor the individual throughout the activity so that the procedure can be stopped if there is any adverse reaction 5.7 Demonstrate how to report and record the activity noting when the next positioning manoeuvre is due			
6 Know when to seek advice from and/or involve others when moving and positioning an individual	6.1 Describe when advice and/or assistance should be sought to move or handle an individual safely 6.2 Describe what sources of information are available about moving and positioning individuals			

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Unit 15: Prepare and Maintain Learning Environments

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Be able to prepare learning environments	<p>1.1 Describe the importance of health, safety and security in learning environments</p> <p>1.2 Organise learning environments to meet the requirements of the planned learning activities, the age range of learners and involved and any particular needs of the learners</p> <p>1.3 Identify potential hazards in the learning environment and take action to minimise risks</p> <p>1.4 Check that the necessary safety equipment is available and functional</p> <p>1.5 Set out learning resources so that learners are able to participate safely and effectively in the planned activities</p>			
2 Be able to prepare learning materials	<p>2.1 Follow relevant manufacturers' instructions and health and safety requirements when preparing learning materials</p> <p>2.2 Prepare learning materials of the quality and quantity required</p> <p>2.3 Use materials carefully to minimise waste</p> <p>2.4 Dispose of waste materials safely and with due regard to recycling opportunities and sustainable development</p>			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to monitor and maintain learning environments and resources	<p>3.1 Describe how environmental factors may affect the learning process and how they should be adjusted for different types of activities</p> <p>3.2 Monitor and adapt the physical environment as needed to: maintain health, safety and security, maintain the comfort of learners and adults, make the best use of the space available for activities and ensure access and ease of movement for all</p> <p>3.3 Support learners to: select learning resources and materials relevant to their learning tasks and use resources safely and correctly</p> <p>3.4 Demonstrate ways of supporting learners to accept responsibility for: the safe use and care of the environment, equipment and materials and returning equipment and materials to the appropriate place after use</p> <p>3.5 Follow organisational procedures for reporting deficiencies, damage and shortfalls in stocks of equipment and materials</p>			

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Unit 16: Provide Displays in Schools

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand the school policy and procedures for displays	1.1 Describe the school policy for displays 1.2 Describe the importance and purposes of displays in the school 1.3 Describe how displays are used in the learning process 1.4 Describe the requirements and procedures for carrying out a risk assessment for displays			
2 Be able to design displays	2.1 Plan the design and content of the display to meet an agreed purpose 2.2 Involve pupils in planning the design and content of the display 2.3 Encourage pupils to develop materials for the display 2.4 Select and create materials relevant to the purpose of the display			
3 Be able to set up displays	3.1 Locate the display in an appropriate and accessible place for users 3.2 Display all relevant material 3.3 Use clear labelling and layout to acknowledge and celebrate pupils' work 3.4 Check that the display meets relevant health, safety, security and access requirements			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
4 Be able to maintain displays	<p>4.1 Identify the optimum time duration for the display by reference to its theme, purpose and materials used</p> <p>4.2 Maintain the display in a tidy, clean and correctly laid out condition</p> <p>4.3 Monitor the display for stability and safety and take appropriate action if required</p> <p>4.4 Assess the display regularly for its continuing usefulness and attractiveness</p> <p>4.5 Add to, amend and update the display as required by its theme and use</p>			
5 Be able to dismantle displays	<p>5.1 Dismantle the display as soon as it is no longer required</p> <p>5.2 Store or return materials and equipment used in the display in accordance with school policy and procedures</p> <p>5.3 Dispose of waste materials safely and with due regard to recycling opportunities and sustainable development</p>			

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Unit 17: Provide Support for Therapy Sessions

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand the benefits of therapy sessions	1.1 Identify different types of therapy sessions in which an individual may participate 1.2 Describe how therapy sessions can benefit an individual			
2 Be able to prepare for therapy sessions	2.1 Establish own responsibilities in preparing for a therapy session 2.2 Identify with the individual their preferences and requirements for the therapy session 2.3 Follow instructions to prepare the environment, materials, equipment and self for the session			
3 Be able to provide support in therapy sessions	3.1 Provide support during a therapy session that takes account of: the therapist's directions and the individual's preferences and requirements 3.2 Promote the active participation of the individual during the session 3.3 Describe ways to overcome fears or concerns an individual may have about a therapy session			
4 Be able to observe and record therapy sessions	4.1 Agree what observations need to be carried out during therapy sessions 4.2 Agree how observations will be recorded 4.3 Carry out agreed observations 4.4 Record agreed observations as required			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
5 Be able to contribute to the review of therapy sessions	5.1 Contribute to a review of therapy sessions to identify issues and progress 5.2 Contribute to agreeing changes to therapy sessions with the individual and others			

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Unit 18: Support Assessment for Learning

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand the purpose and characteristics of assessment for learning	1.1 Compare and contrast the roles of the teacher and the learning support practitioner in assessment of learners' achievements 1.2 Summarise the difference between formative and summative assessment 1.3 Explain the characteristics of assessment for learning 1.4 Explain the importance and benefits of assessment for learning 1.5 Explain how assessment for learning can contribute to planning for future learning carried out by: the teacher, the learners and the learning support practitioner			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
2 Be able to use assessment strategies to promote learning	2.1 Obtain the information required to support assessment for learning 2.2 Use clear language and examples to discuss and clarify personalised learning goals and criteria for assessing progress with learners 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 Provide constructive feedback to learners to help them understand what they have done well and what they need to develop 2.5 Provide opportunities and encouragement for learners to improve upon their work			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to support learners in reviewing their learning strategies and achievements	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 Listen carefully to learners and positively encourage them to communicate their needs and ideas for future learning 3.3 Support learners in using peer assessment and self assessment to evaluate their learning achievements 3.4 Support learners to: reflect on their learning, identify the progress they have made, identify their emerging learning needs and identify the strengths and weaknesses of their learning strategies and plan how to improve them			
4 Be able to contribute to reviewing assessment for learning	4.1 Provide feedback to the teacher on learner participation and progress in the learning activities, learners' engagement in and response to assessment for learning and learners' progress in taking responsibility for their own learning 4.2 Use the outcomes of assessment for learning to reflect on and improve own contribution to supporting learning			

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Unit 19: Support Children and Young People at Meal or Snack Times

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Know the principles of healthy eating for children and young people	1.1 Outline the nutritional requirements of a healthy diet for children and young people 1.2 Describe examples of healthy meals and snacks for children and young people 1.3 Describe how culture, religion and health conditions impact on food choices			
2 Know the benefits of healthy eating for children and young people	2.1 Describe the benefits of healthy eating for children and young people 2.2 Describe the possible consequences of an unhealthy diet 2.3 Describe how to recognise and deal with allergenic reactions to food 2.4 Describe where to get advice on dietary concerns			
3 Know how to encourage children and young people to make healthier food choices	3.1 Describe the food policy of the setting 3.2 Describe, with examples, ways of encouraging children and young people: to make healthier food choices, to eat the food provided for them			
4 Be able to support hygiene during meal or snack times	4.1 Explain the importance of personal hygiene at meal and snack times 4.2 Demonstrate good hygiene practice in relation to own role in food handling and waste disposal 4.3 Demonstrate ways of encouraging children and young people's personal hygiene at meal and/or snack times			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
5 Be able to support the code of conduct and policies for meal and snack times	5.1 Describe the setting's code of conduct and policies for meal and snack times 5.2 Apply skills and techniques for supporting and encouraging children and young people's positive behaviour in the dining area including table manners 5.3 Apply skills and techniques for dealing with inappropriate behaviour in the dining area			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 20: Support Children and Young People with Disabilities and Special Educational Needs

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Know the rights of disabled children and young people and those with special educational needs	<p>1.1 Outline the legal entitlements of disabled children and young people and those with special educational needs</p> <p>1.2 Describe the assessment and intervention frameworks for disabled children and young people and those with special educational needs</p> <p>1.3 Describe the benefits of early recognition and intervention for disabled children and young people and those with special educational needs</p> <p>1.4 Describe the purpose of individual plans for disabled children and young people and those with special educational needs</p> <p>1.5 Describe the principles of working inclusively with disabled children and young people and those with special educational needs</p>			
2 Understand the disabilities and/or special educational needs of children and young people in own care	<p>2.1 Describe the relationship between disability and special educational needs</p> <p>2.2 Describe the nature of the particular disabilities and/or special educational needs of children and young people with whom they work</p> <p>2.3 Describe the special provision required by children and young people with whom they work</p>			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to contribute to the inclusion of children and young people with disabilities and special educational needs	3.1 Obtain information about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs with whom they work 3.2 Identify barriers to participation for disabled children and young people and those with special educational needs with whom they work 3.3 Work with children, young people and others to remove barriers to participation 3.4 Demonstrate ways of supporting inclusion and inclusive practices in own work with disabled children and young people and those with special educational needs			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
4 Be able to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences	4.1 Identify and implement adaptations that can be made to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences provided by the setting 4.2 Support children and young people to use specialist aids and equipment as necessary to enable them to participate in activities and experiences 4.3 Demonstrate ways of supporting participation and equality of access for disabled children and young people and those with special educational needs 4.4 Work in partnership with children, young people and others to review and improve activities and experiences provided for disabled children and young people and those with special educational needs			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 21: Support Children and Young People's Play and Leisure

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Understand the nature and importance of play and leisure	1.1 Describe the importance of play and leisure for children and young people 1.2 Describe how play and leisure contribute to children and young people's development 1.3 Outline the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play 1.4 Describe the characteristics of freely chosen, self-directed play and leisure			
2 Be able to support children and young people's play and leisure	2.1 Describe own role in supporting children and young people's play and leisure activities 2.2 Give attention to children and young people's play and leisure activities while being sensitive to own impact on activities 2.3 Undertake routine safety checks on areas used for children and young people's play and leisure before, during and after play and leisure activities 2.4 Supervise children and young people's play and leisure ensuring their safety 2.5 Interact with children and young people in a way that demonstrates interest in what they say, experience and feel, respect for their privacy and freedom to make choices for themselves and encouragement and praise for play and leisure activities			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to support children and young people in balancing risk and challenge	3.1 Outline the value of risk and challenge in children and young people's play and leisure 3.2 Describe with examples what is meant by unacceptable risk and challenge in children and young people's play and leisure 3.3 Describe why it is important for children and young people to manage risk and challenge for themselves 3.4 Demonstrate ways of encouraging children and young people to manage risk and challenge in play and leisure activities for themselves			
4 Be able to reflect on and improve own practice	4.1 Reflect on all aspects of own practice in supporting children and young people's play and leisure 4.2 Identify own strengths and areas where practice could improve 4.3 Describe how own practice has been improved following reflection			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 22: Supporting Children and Young People’s Travel Outside of the Setting

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
<p>1 Know the policy and procedures for children and young people’s travel outside of the setting</p>	<p>1.1 Describe the organisational and legal requirements for children and young people’s travel outside of the setting including adult/child ratio requirements</p> <p>1.2 Describe the different travel arrangements which are appropriate to the individual needs of children and young people and the range of journeys which are being undertaken</p> <p>1.3 Describe the importance of children, young people and adults involved having complete and accurate information about travel arrangements in good time</p> <p>1.4 Describe typical preparations which children and young people and those accompanying them on journeys would have to make for the range of journeys undertaken</p> <p>1.5 Identify the kinds of issues that might occur when supporting children and young people’s travel</p> <p>1.6 Describe the contingency arrangements appropriate to the issues that may arise when children and young people are travelling</p>			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
2 Be able to support the arrival and departure of children and young people	2.1 Obtain information about the children and young people to be dropped off/picked up 2.2 Communicate arrangements to colleagues when relevant 2.3 Remind children and young people about health and safety issues relating to arriving at and leaving the setting 2.4 Follow the organisational procedures for: supervising the arrival and departure of children and young people, checking that all children and young people have been accounted for and dealing with any issues arising when children and young people are arriving at or leaving the setting			
3 Be able to support children and young people during travel	3.1 Remind children and young people of agreed ways to keep safe during travel 3.2 Respond to the needs of individual children and young people and offer help when required 3.3 Follow organisational procedures for travel on foot, by public transport and by private transport 3.4 Respond to children and young people's feelings and behaviour as they move from one environment to another 3.5 Encourage children and young people to look after themselves and their belongings during travel			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 23: Support Extra-curricular Activities

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Be able to prepare for extra-curricular activities	1.1 Describe the aims and content of the extra-curricular activity 1.2 Obtain equipment and resources for the activity 1.3 Prepare the environment for the safe conduct of the activity 1.4 Support children and young people to prepare for the activity			
2 Be able to deliver extra-curricular activities	2.1 Interact with children and young people in a way that makes them feel welcome and at ease 2.2 Comply with organisational procedures for checking the children and young people present and making sure children and young people's dress and equipment are safe and appropriate 2.3 Use skills and techniques for ensuring the children and young people understand the activity and what they will be doing 2.4 Use skills and techniques to engage and motivate children and young people to actively participate in extra-curricular activities 2.5 Recognise when children and young people need encouragement and/or help with activities 2.6 Provide children and young people with additional explanations and demonstrations when necessary			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to bring extracurricular activities to an end	3.1 Prepare children and young people to finish their activities 3.2 Give the children and young people clear and supportive feedback on their participation and progress 3.3 Encourage children and young people to say how they feel about activities and respond to their feelings appropriately 3.4 Follow organisational procedures for: the safe and orderly departure of children and young people from the activity session and clearing and storing equipment and resources			
4 Be able to reflect on own contribution to extra-curricular activities	4.1 Use feedback from children, young people and colleagues to reflect on and improve own contribution to extra-curricular activities			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 24: Support the Use of Information and Communication Technology for Teaching and Learning

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
1 Know the policy and procedures for the use of ICT for teaching and learning	1.1 Describe the setting's policy for the use of ICT for teaching and learning 1.2 Identify the ICT resources used for teaching and learning within the setting 1.3 Outline relevant legislation, regulations and guidance in relation to the use of ICT eg software licensing 1.4 Describe the setting's procedures for dealing with faulty ICT equipment 1.5 Describe the requirements and procedures for storage and security of ICT resources in the setting			
2 Be able to prepare ICT resources for use in teaching and learning	2.1 Follow the manufacturers' and safety instructions for setting up ICT resources 2.2 Describe the risks associated with ICT resources and how to minimise them 2.3 Identify and obtain accessories, consumables and information needed to use ICT resources 2.4 Use screening devices to prevent access to unsuitable material via the internet 2.5 Identify and resolve common problems with ICT resources			

Learning outcomes	Assessment criteria	Evidence location	Date	Achieved
3 Be able to support the use of ICT for teaching and learning	3.1 Operate ICT resources correctly and safely when asked to do so 3.2 Give clear guidance and instructions on the use of ICT resources 3.3 Provide an appropriate level of assistance to enable learners to experience a sense of achievement, maintain self-confidence and encourage self-help skills in the use of ICT 3.4 Monitor the safe use of ICT resources, including internet access, and intervene promptly where actions may be dangerous 3.5 Describe the sorts of problems that might occur when supporting learners using ICT and how to deal with these			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Annexe D

Mapping to Level 1 functional skills

Opportunities exist for developing and consolidating aspects of functional skills throughout these qualifications, depending on the developmental and assessment activities selected. For example, delivery methods for a unit might require learners to use the internet to search for background information and to develop their understanding and then to present this information in the form of an ICT-enabled presentation; assessment tasks might include the production of an informative leaflet or the writing of a journal or reflective log. The tables below highlight potential links between each unit and the Level 1 functional skills criteria.

Level 1	Unit number																							
English – Speaking and Listening	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Take full part in formal and informal discussions/exchanges that include unfamiliar subjects	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓		✓	✓	✓	✓				✓	✓
English – Reading																								
Read and understand a range of straightforward texts	✓	✓	✓			✓	✓			✓	✓		✓				✓	✓		✓		✓	✓	✓
English – Writing																								
Write a range of texts to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Level 1	Unit number																							
Mathematics	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine																								
Identify and obtain necessary information to tackle the problem																								
Select and apply mathematics in an organised way to find solutions to practical problems for different purposes																								
Use appropriate checking procedures at each stage																								
Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations																								

Although these qualifications do not themselves develop functional skills in mathematics it is important that those taking the certificate have sufficient numeracy skills to be able to support pupils in this area. *Unit 9 :Support Learning Activities*, does require learners to show that they are able to support pupils to improve their numeracy skills and also that learners take steps to evaluate and improve their own skills in this area.

Level 1	Unit number																							
ICT – use ICT systems	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Interact with and use ICT systems independently to meet needs	✓	✓	✓			✓	✓		✓	✓	✓	✓					✓	✓			✓	✓		
Use ICT to plan work and evaluate their use of ICT systems																						✓		
Manage information storage									✓															
Follow and understand the need for safety and security practices									✓												✓	✓		
ICT – find and select information																								
Select and use a variety of sources of information independently to meet needs	✓	✓	✓	✓		✓	✓		✓	✓	✓						✓	✓				✓		
Access, search for, select and use ICT-based information and evaluate its fitness for purpose									✓								✓					✓		
ICT – develop, present and communicate information																								
Enter, develop and format information to suit its meaning, and purpose including: text and tables, images, numbers, graphs, records														✓	✓						✓		✓	
Bring together information to suit content and purpose	✓	✓	✓	✓		✓	✓	✓		✓					✓		✓	✓		✓	✓	✓		
Present information in ways that are fit for purpose and audience	✓	✓	✓	✓		✓	✓	✓		✓				✓	✓		✓	✓		✓	✓	✓		

Level 1	Unit number																								
ICT – develop, present and communicate information (continued)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Evaluate the selection and use of ICT tools and facilities used to present information																							✓		
Select and use ICT to communicate and exchange information safely, independently, responsibly and effectively						✓																	✓		

Annexe E

Level 2 mapping to show overlap of knowledge and content within units

The following legislative, framework and policy documents are referenced in the indicated unit guidance; please note that different sections of these documents may be relevant to different units.

National Policies and Legislation	Unit number																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Care Standards Act (2000)							✓																	
Change for Children										✓	✓													
Children and Young People's Partnerships										✓	✓													
Children and Young People's Plans										✓	✓							✓						
Children's Acts		✓				✓	✓			✓	✓							✓						
Children's Strategy (Northern Ireland)										✓	✓													
Common Assessment Framework																		✓						
Control of Substances Hazardous to Health (COSHH) Regulations (1994)							✓																	
Data Protection		✓				✓				✓	✓		✓											
Disability Discrimination Acts			✓							✓	✓							✓					✓	
Disability Equality Scheme			✓															✓						

National Policies and Legislation	Unit number																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Early Years Foundation Stage		✓																						
Education (Special Education Needs Coordinator) Regulations 2008 (England)																		✓						
Education Act (2002)						✓				✓	✓													
Equality Act (2010)										✓	✓							✓						
Every Child Matters	✓	✓	✓	✓	✓	✓		✓		✓	✓							✓			✓			
Every Disabled Child Matters																		✓						
Extended services										✓	✓							✓			✓			
Fire Precautions (workplace) Regulations							✓																	
Food Handling regulations							✓										✓							
For Scotland's Children										✓	✓													
Freedom of Information Act		✓																						
Health and Safety (First Aid) regulations							✓																	
Health and Safety (young persons) Regulations							✓																	
Health and Safety at Work Act							✓			✓	✓												✓	✓
Health and Safety of Pupils on Educational School Visits																					✓			

National Policies and Legislation	Unit number																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Healthy Schools policy																	✓						✓	
Human Rights legislation		✓			✓					✓	✓													
Integrated working										✓	✓							✓						
Lifting operations and Lifting Equipment Regulations (1998) – LOLER																							✓	
Management of Health and Safety at Work Regulations (MHSWR) 1999																							✓	
Manual Handling Operations Regulations 1992 (as amended 2004)																							✓	
National Curriculum relevant to nation/setting									✓	✓	✓						✓							
National Occupational Standards in Supporting Teaching and Learning in Schools																			✓					
Nutritional Standards and Requirements for School Food																	✓							
Personal Protective Equipment at Work Regulations							✓																	

National Policies and Legislation	Unit number																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Race Relations (Amendment) Act (2000)			✓																					
Regulations for the conduct of tests and examinations relevant to setting												✓												
Removing Barriers to Achievement																		✓						
Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (1995)							✓																✓	
Safeguarding Children and Safer Recruitment in Education: Guidelines (2007)						✓																		
Safeguarding disabled children: Guidelines (2009)						✓																	✓	
Safeguarding Vulnerable Groups Act (2006)										✓	✓													
School Action/School Action Plus																			✓					
SEN Code of Practice			✓							✓	✓								✓					
Software licensing																			✓			✓		
Special Educational Needs and Disability Act (2002)			✓							✓	✓								✓					

National Policies and Legislation	Unit number																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Statement of Special Educational Need																		✓						
The Provision and Use of Work Equipment Regulations (PUWER) 1998																							✓	
The Workplace (Health, Safety and Welfare) Regulations 1992																							✓	
United Nations Convention on the Rights of the Child			✓							✓	✓								✓					
Working together to safeguard children: Guidelines (2010)						✓				✓	✓													

The following school policies, procedures and documents are referenced in the indicated unit guidance; please note that individual schools may have different names of these policies and/or combine some of them into single policies. In some instances schools may not have a written policy or process corresponding to those listed here.

School policies and procedures	Unit number																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Access to storage areas														✓	✓						✓	✓		
Accessibility										✓	✓			✓				✓		✓	✓			
Admissions										✓	✓													
Attendance								✓		✓	✓													
Behaviour (including codes of conduct, rewards and sanctions)		✓						✓		✓	✓		✓	✓			✓			✓	✓			
Bullying (including cyber bullying)			✓			✓		✓	✓	✓	✓			✓								✓		
Designated teachers										✓	✓													
Displays															✓									
Disposal of waste, including sustainability															✓		✓				✓	✓		
English (or Welsh/Gaelige) as a second language										✓	✓	✓									✓			
Equality and diversity			✓							✓	✓			✓	✓			✓			✓			
e-safety						✓			✓					✓							✓	✓		
Exclusion										✓	✓													

School policies and procedures	Unit number																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Extra-curricular activities																					✓			
Fire alert						✓	✓		✓				✓											
First aid and medical emergencies						✓	✓		✓				✓							✓	✓			
Food policy										✓	✓						✓							
Gifted and talented			✓						✓					✓	✓	✓					✓			
Health and safety							✓	✓	✓	✓	✓		✓	✓	✓		✓		✓	✓	✓	✓	✓	✓
Homework										✓	✓													
HR policies										✓	✓													
Inclusion			✓							✓	✓			✓	✓	✓		✓		✓	✓		✓	
Individual Care Plan																							✓	
Infection control																							✓	
Information sharing and confidentiality		✓				✓	✓																✓	✓
Medicines										✓	✓									✓	✓			✓
Meeting pupil's intimate care needs																							✓	
Mission and values										✓	✓													
Moving and handling																						✓	✓	
Ordering stock																						✓		

School policies and procedures	Unit number																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Performance management/review				✓						✓	✓													
Personal hygiene																	✓						✓	
Professional development				✓						✓														
Recording pupil progress									✓							✓		✓						
Recruitment and selection										✓	✓													
Reporting and recording						✓	✓							✓				✓		✓	✓		✓	✓
Reporting stock shortages/damages														✓	✓						✓	✓		
Risk assessment							✓			✓	✓			✓	✓				✓	✓			✓	✓
Safeguarding		✓	✓			✓	✓	✓		✓	✓										✓	✓		
School visits/travel									✓					✓							✓	✓		
Security incidents						✓	✓						✓											
Sex education										✓	✓													
Special educational needs			✓						✓	✓			✓	✓	✓	✓		✓			✓			
Storage and security of ICT resources																						✓		
Tests and examinations													✓											
Untoward Incident Reporting																							✓	
Use of ICT in teaching and learning																						✓		

School policies and procedures	Unit number																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Vetting and barring										✓	✓													
Whistle blowing		✓				✓																		

Annexe F

Training and Development Agency for Schools

Training and Development Agency for Schools Assessment Principles

1. Introduction

- 1.1 The Training and Development Agency for Schools (TDA) is the sector body for the school workforce in England. The TDA's vision for qualifications for school support staff was set out in its Sector Qualification Strategy for school support staff which was published in January 2009 after widespread consultation with the sector.
- 1.2 These Assessment Principles set out the approaches to unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications Framework issued by OFQUAL. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements.
- 1.3 These principles are derived from those developed by Skills for Care and Development (SfCD). A large number of units covered by the SfCD assessment principles are included in qualifications for the children's workforce in schools to support integrated ways of working and workforce mobility. Consistency of approach in assessment across units developed by different sectors will support awarding organisations to develop clear and fit for purpose assessment methodologies.
- 1.4 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the arrangements.
- 1.5 These principles apply to those units developed by the TDA. Units included in qualifications for school based staff that have been developed by other Sector Skills Councils or Sector Bodies will need to be assessed in accordance with any assessment principles and requirements set by those organisations.

2. Assessment Principles

- 2.1 Assessment decisions for criteria that must be assessed in the workplace, as identified in unit assessment requirements, must be made in a real work environment by an occupationally competent assessor.
- 2.2 Assessment decisions for criteria that must be assessed in the workplace (competence based assessment criteria) must be made by an assessor with the expertise to make assessment decisions.
- 2.3 Competence based assessment must include direct observation as the main source of evidence.
- 2.4 Simulation may only be utilised as an assessment method for competence based assessment criteria where this is specified in the assessment requirements of the unit.

2.5 Expert witnesses can be used for direct observation where:

- they have occupational expertise for specialist areas, or
- the observation is of a particularly sensitive nature.

The use of expert witnesses should be determined and agreed by the assessor.

2.6 Assessment of criteria not identified in the unit assessment requirements as requiring assessment in the workplace may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge based assessment criteria must be made by an occupationally knowledgeable assessor.

2.8 Assessment decisions for knowledge based assessment criteria must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

3. Internal Quality Assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions as determined by the Awarding Organisation.

4. Definitions

4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable:

This means that each assessor should have relevant knowledge and understanding, and be able to assess this in units:

- designed to test specific knowledge and understanding, or
- where knowledge and understanding are components of competency.

This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions: Awarding Organisations must ensure that those making assessment decisions have the necessary expertise to do so, which may include having, or be working towards, appropriate qualifications.

4.4 Qualified to make quality assurance decisions: Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:

An expert witness must:

- have a working knowledge of the units for which they are providing witness testimony
- be occupationally competent in their area of expertise
- have EITHER any qualification that includes assessment of workplace performance AND/OR a professional work role which involves evaluating the everyday practice of staff

Annexe G

Glossary of Accreditation Terminology

The following information about these qualifications(s) can also be found on the Pearson website – qualifications.pearson.com.

Accreditation start/end date	The first/last dates that Pearson can register learners for a qualification.
Certification end date	The last date on which a certificate may be issued by Pearson.
Credit value	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
Guided Learning Hours (GLH)	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
Learning Aims Database	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
Learning Aim Reference	Unique reference number given to the qualification by the funding authorities on accreditation.
Level	All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
Performance tables	These qualifications are listed on the Department of Education (DfE) website School and College Achievement and Attainment Tables (SCATT) as performance indicators for schools and colleges.
Qualifications Number (QN)	Unique reference number given to the qualification by the regulatory authorities on accreditation.
Register of Regulated Qualifications	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.

Section 96	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
Section 97	Section 97 is a section of the Learning and Skills Act 2000. This shows whether the qualification is publicly funded for learners aged 19 and over.
Title	The accredited title of the qualification.
UCAS points	These qualifications are listed on the Universities and Colleges Admissions Service (UCAS) tariff for those wishing to progress to higher education.

Annexe H

BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications	BTEC qualification suites
BTEC Level 7 Advanced Professional Qualifications BTEC Advanced Professional Award, Certificate and Diploma	7	BTEC Level 7 Professional Qualifications BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 6 Professional Qualifications BTEC Professional Award, Certificate and Diploma	6	BTEC Level 6 Professional Qualifications BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
BTEC Level 5 Professional Qualifications BTEC Professional Award, Certificate and Diploma	5	BTEC Level 5 Professional Qualifications BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	BTEC Level 5 Higher Nationals BTEC Level 5 HND Diploma
BTEC Level 4 Professional Qualifications BTEC Professional Award, Certificate and Diploma	4	BTEC Level 4 Professional Qualifications BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	BTEC Level 4 Higher Nationals BTEC Level 4 HNC Diploma
BTEC Level 3 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	3	BTEC Level 3 Specialist Qualifications BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	BTEC Level 3 Nationals BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Professional and Specialist Qualifications	BTEC qualification suites
BTEC Level 2 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	2	BTEC Level 2 Specialist Qualifications BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	BTEC Level 2 Firsts BTEC Level 2 Certificate, Extended Certificate and Diploma
BTEC Level 1 Qualifications BTEC Award, Certificate, Extended Certificate and Diploma	1	BTEC Level 1 Specialist Qualifications BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	BTEC Level 1 Qualifications BTEC Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)
	E	BTEC Entry Level Specialist Qualifications BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	BTEC Entry Level Qualifications (E3) BTEC Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

NQF = National Qualifications Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

Qualification sizes	
Award	1-12 credits
Certificate	13-36 credits
Diploma	37+ credits

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For information about Edexcel, BTEC or LCCI qualifications visit qualifications.pearson.com

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