

Section 1:

Overview

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Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This Qualification Specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Certificate in Supporting Teaching and Learning in Schools.

The NCFE Level 2 Certificate in Supporting Teaching and Learning in Schools is a competence-based qualification.

A competence-based qualification is based on National Occupational Standards and is a job-ready qualification which requires learners to demonstrate the skills and knowledge required to work in a specific industry. A competence-based qualification must be assessed in the workplace in accordance with the relevant assessment guidance. For further information on the assessment requirements see page 6.

All information contained in this specification is correct at the time of publishing.

Accreditation and funding

The NCFE Level 2 Certificate in Supporting Teaching and Learning in Schools has been accredited by the qualifications regulators for England, Wales and Northern Ireland¹, and is part of the Qualifications and Credit Framework (QCF). Its Qualification Accreditation Number is 501/0418/4.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

¹The qualifications regulators ('regulators') are Ofqual in England, DFES in Wales and CCEA in Northern Ireland.

Geographical Coverage

This qualification has been accredited for use in England, Wales and Northern Ireland. We're able to provide the Qualification Specification and assessment materials in the Welsh and/or Irish language where requested and appropriate.

Achieving this competence-based qualification

This qualification is made up of:

9 Mandatory Units:

- [Child and young person development H/601/3305](#)
- [Support learning activities A/601/7411](#)
- [Safeguarding the welfare of children and young people K/601/3323](#)
- [Communication and professional relationships with children, young people and adults F/601/3313](#)
- [Equality, diversity and inclusion in work with children and young people D/601/3321](#)
- [Help improve own and team practice in schools T/601/7391](#)
- [Maintain and support relationships with children and young people D/601/7403](#)
- [Support children and young people's health and safety T/601/7410](#)
- [Support children and young people's positive behaviour T/601/7407](#)
- **and 14 Optional Units split into 2 groups**
- **Optional Group one:**
- [Schools as organisations T/601/3325](#)
- [Schools as organisations A/601/3326](#)
- **Optional Group 2:**
- [Move and position individuals in accordance with their plan of care J/601/8027](#)
- [Provide support for therapy sessions D/601/9023](#)
- [Support assessment for learning A/601/4072](#)
- [Contribute to supporting bilingual learners L/601/7414](#)
- [Prepare and maintain learning environments D/601/7417](#)
- [Provide displays in schools K/601/6500](#)
- [Support children and young people at meal or snack times A/601/6517](#)
- [Support children and young people with disabilities and](#)

[special educational needs D/601/6526](#)

- [Support children and young people's play and leisure T/601/6564](#)
- [Support children and young people's travel outside of the setting Y/601/6573](#)
- [Support extra-curricular activities M/601/6577](#)
- [Support the use of information and communication technology for teaching and learning A/601/6579](#)
- [Invigilate tests and examinations Y/601/7416](#)

To achieve the qualification, learners must achieve a total of at least 30 credits.

24 credits must be achieved by completing the mandatory units, a further 3 credits must be achieved by completing one of the units from optional group one and a further 3 credits must be achieved by completing units from optional group 2.

To successfully complete a unit, each learner has to provide evidence satisfying all the performance and knowledge standards in that unit.

The learning outcomes and assessment criteria are available by clicking on the unit titles above which are hyperlinked to The Register of Regulated Qualifications.

Who and what is it for?

This qualification is for those members of the school workforce who directly support the teaching and learning of pupils.

Placement / Work Experience

This is a competence based qualification so there is a requirement for assessment in a real work environment. Learners must therefore have a placement (or employment) in a school environment.

Whilst the number of placement hours for this qualification isn't stipulated, centres do need to ensure that candidates complete sufficient hours to enable them to develop and evidence their skills.

Entry guidance

There aren't any specific recommended prior learning requirements for this qualification. However, learners might find it useful if they've already completed qualifications in a relevant area at Level 1.

This qualification is suitable for learners aged 16 and above.

Resource requirements

There are no specific physical resource requirements for this qualification.

Progression and development opportunities

Learners who achieve this qualification could progress to:

- NCFE Level 2 Certificate in Supporting the Wider Curriculum in Schools
- NCFE Level 3 qualifications in Supporting Teaching and Learning in Schools
- NCFE Level 3 Certificate in Cover Supervision of Pupils in Schools

This qualification also allows progression into the workforce.

For further details of these and other qualifications available in this sector area see The Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

Credit Transfer

One of the benefits of the QCF is that learners can transfer credit from one qualification to another. Learners who've already achieved one or more of the units included in this qualification elsewhere can transfer the credit already achieved. Simply let us know which units are being achieved by credit transfer on the Certificate Claim Form.

Please see <http://register.ofqual.gov.uk> for information about the units in this qualification.

Accreditation and certification end dates

All qualifications on the QCF have accreditation and certification end dates to ensure that qualifications remain current and valid. The accreditation end date is the last date we can register learners on a qualification, and the

certification end date is the last date that learners can be certificated.

Learners have up to 2 years after the accreditation end date, to complete this qualification and claim their certificate (unless the certification end date passes before the end of the 2 year period). For further information about accreditation and certification end dates please refer to the information about this qualification on our website (www.ncfe.org.uk) or alternatively you can check the information on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

What happens at the end of an accreditation period?

We review qualifications that are near the end of their accreditation period, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'd apply to the regulators for an extension to the accreditation period. If an accreditation period is extended the certification period will also change.

We'll post information relating to changes or extensions to qualifications on our website (www.ncfe.org.uk) and centres approved to offer the qualification will be kept updated.

Mapping to National Occupational Standards

This qualification reflects the qualification structure for the Level 2 Certificate in Supporting Teaching and Learning in Schools published by the Training and Development Agency for Schools (TDA). It uses the associated National Occupational Standards (NOS) units that belong to that structure, which are published by the TDA.

Further information on the NOS used in this qualification can be found on the TDA's website.

Assessment guidance

The occupational expertise, qualifications and experience required of Assessors and Internal Verifiers is set out in TDA's Assessment Guidance document which can be found on our website (www.ncfe.org.uk).

Documentation

The following documents are essential reading for any centre involved in the delivery, assessment and administration of this qualification:

- Assessment Guidance

Additional documents are available for those centres wishing to use them:

- Evidence Tracking Sheet
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