

Unit Content

NCFE Level 2 Certificate in Supporting Teaching and Learning in Schools (501/0418/4)

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Unit content

This document provides details of the structure and content of this qualification.

There's detailed information for each unit containing:

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)

The regulators' accredited unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for each unit.

For further information or guidance about this qualification contact our Research and Product Development team on 0191 239 8000.

Unit 01 Child and young person development (H/601/3305)

Guided learning hours	15
Credit value	2
Level	2
Mandatory/optional	Mandatory

The learner will:

- 1 Know the main stages of child and young person development

The learner can:

- 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
-

The learner will:

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

The learner can:

- 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
-

The learner will:

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

The learner can:

- 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 eg bereavement
 - 3.3 Describe with examples how transitions may affect children and young people's behaviour and development
-

Unit 02 Support learning activities (A/601/7411)

Guided learning hours	25
Credit value	4
Level	2
Mandatory/optional	Mandatory

The learner will:

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

The learner can:

- 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 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

The learner will:

- 2 Be able to prepare for learning activities

The learner can:

- 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

The learner will:

- 3 Be able to support learning activities

The learner can:

- 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
-

Unit 02 Support learning activities (A/601/7411) (cont'd)

The learner will:

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

The learner can:

- 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
-

The learner will:

- 5 Be able to support the evaluation of learning activities

The learner can:

- 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
-

The learner will:

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

The learner can:

- 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 02 Support learning activities (A/601/7411) (cont'd)

Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles.

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

Information required to support learning activities includes:

- the learning objectives
- the learning resources required
- own role in supporting the learning activities
- any specific information or instructions relating to the learners and/or activities

Information and communication technology covers a range of different activities, equipment and technological devices, such as programmable toys, telephones, videos, timers, keyboards, keypads, computers, software, digital cameras, interactive whiteboards as well as new technologies as they become available.

Resources to support learning activities including:

- materials
- equipment (including ICT)
- software
- books and other written materials

Problems may relate to:

- the learning activities
 - the learning resources
 - the learning environment
 - the learners
-

Unit 03 Safeguarding the welfare of children and young people (K/601/3323)

Guided learning hours	20
Credit value	3
Level	2
Mandatory/optional	Mandatory

The learner will:

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

The learner can:

- 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

The learner will:

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

The learner can:

- 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
-

Unit 03 Safeguarding the welfare of children and young people (K/601/3323) (cont'd)

The learner will:

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

The learner can:

- 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
-

Unit 04 Communication and professional relationships with children, young people and adults (F/601/3313)

Guided learning hours	15
Credit value	2
Level	2
Mandatory/optional	Mandatory

The learner will:

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

The learner can:

- 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

The learner will:

- 2 Know how to interact with and respond to adults

The learner can:

- 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

The learner will:

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

The learner can:

- 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
-

**Unit 04 Communication and professional relationships with children, young people and adults
(F/601/3313) (cont'd)**

The learner will:

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

The learner can:

- 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 the kinds of situations when confidentiality protocols must be breached
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Unit 05 Equality, diversity and inclusion in work with children and young people (D/601/3321)

Guided learning hours	15
Credit value	2
Level	2
Mandatory/optional	Mandatory

The learner will:

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

The learner can:

- 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

The learner will:

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

The learner can:

- 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

The learner will:

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

The learner can:

- 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 06 Help improve own and team practice in schools (T/601/7391)

Guided learning hours	15
Credit value	3
Level	2
Mandatory/optional	Mandatory

The learner will:

- 1 Be able to reflect on own practice

The learner can:

- 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
-

The learner will:

- 2 Be able to improve own practice

The learner can:

- 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
-

The learner will:

- 3 Understand the work of the team

The learner can:

- 3.1 Describe why team work 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
-

Unit 06 Help improve own and team practice in schools (T/601/7391) (cont'd)

The learner will:

- 4 Be able to support the work of the team

The learner can:

- 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 team work
- 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

Assessment guidance

Assessment criteria 1.1-1.3, 4.1-4.5 and 4.7 must be assessed in the workplace. Simulation may be used for assessment criterion 4.6.

Unit 07 Maintain and support relationships with children and young people (D/601/7403)

Guided learning hours	15
Credit value	3
Level	2
Mandatory/optional	Mandatory

The learner will:

- 1 Be able to communicate with children and young people

The learner can:

- 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
-

The learner will:

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

The learner can:

- 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
-

Unit 07 Maintain and support relationships with children and young people (D/601/7403) (cont'd)

The learner will:

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

The learner can:

- 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

Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. All of the assessment criteria must be assessed in the workplace.

Communicate:

- verbally
 - non-verbally
 - informally
 - formally
-

Unit 08 Support children and young people's health and safety (T/601/7410)

Guided learning hours	15
Credit value	3
Level	2
Mandatory/optional	Mandatory

The learner will:

- 1 Know the legislative and policy framework for health and safety

The learner can:

- 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
-

The learner will:

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

The learner can:

- 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
-

The learner will:

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

The learner can:

- 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
-

Unit 08 Support children and young people's health and safety (T/601/7410) (cont'd)

The learner will:

- 4 Be able to respond to emergency situations

The learner can:

- 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
-

Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2.1-2.3 and 3.2 must be assessed in the workplace. Simulation may be used for assessment criteria 4.1-4.5.

Potential hazards to the health, safety and security of children and young people eg:

- physical
- security
- fire
- food safety
- personal safety

Balanced approach to risk management:

- taking into account the child or young person's age, needs and abilities
- avoiding excessive risk taking
- not being excessively risk adverse
- recognising the importance of risk and challenge to children and young people's development

Emergency situations including:

- accidents
 - illness
 - fires
 - security incidents
 - missing children or young people
-

Unit 09 Support children and young people's positive behaviour (T/601/7407)

Guided learning hours	15
Credit value	2
Level	2
Mandatory/optional	Mandatory

The learner will:

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

The learner can:

- 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
-

The learner will:

- 2 Be able to support positive behaviour

The learner can:

- 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
-

The learner will:

- 3 Be able to respond to inappropriate behaviour

The learner can:

- 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 09 Support children and young people's positive behaviour (T/601/7407) (cont'd)

Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2.2-2.4 and 3.1 must be assessed in the workplace.

Policies and procedures of the setting relevant to promoting positive behaviour eg:

- behaviour policy
- code of conduct
- rewards and sanctions
- dealing with conflict and inappropriate behaviour
- anti-bullying
- attendance

Inappropriate behaviour is behaviour which conflicts with the accepted values and beliefs of the setting and society. Inappropriate behaviour may be demonstrated through speech, writing, non-verbal behaviour or physical abuse.

Unit 10 Schools as organisations (T/601/3325)

Guided learning hours	20
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Know the different types of schools in the education sector

The learner can:

- 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
 - support staff
- 2.2 Describe the roles of external professionals who may work with a school eg educational psychologist

The learner will:

- 3 Understand how schools uphold their aims and values

The learner can:

- 3.1 Define the meaning of:
 - aims
 - 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

The learner will:

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

The learner can:

- 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
-

Unit 10 Schools as organisations (T/601/3325) (cont'd)

The learner will:

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

The learner can:

- 5.1 Describe why schools have policies and procedures
5.2 Identify the policies and procedures schools may have relating to:
- staff
 - pupil welfare
 - teaching and learning
-

The learner will:

- 6 Know about the wider context in which schools operate

The learner can:

- 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 11 Schools as organisations (A/601/3326)

Guided learning hours	15
Credit value	3
Level	3
Mandatory/optional	Optional

The learner will:

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

The learner can:

- 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
-

The learner will:

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

The learner can:

- 2.1 Explain the strategic purpose of:
 - school governors
 - senior management team
 - other statutory roles eg SENCO
 - teachers
 - support staff roles
 - 2.2 Explain the roles of external professionals who may work with a school eg educational psychologist
-

The learner will:

- 3 Understand school ethos, mission, aims and values

The learner can:

- 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
-

Unit 11 Schools as organisations (A/601/3326) (cont'd)

The learner will:

- 4 Know about the legislation affecting schools

The learner can:

- 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
 - school specific regulatory bodies
-

The learner will:

- 5 Understand the purpose of school policies and procedures

The learner can:

- 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
 - parental engagement
 - 5.3 Evaluate how school policies and procedures may be developed and communicated
-

The learner will:

- 6 Understand the wider context in which schools operate

The learner can:

- 6.1 Summarise the roles and responsibilities of national and local government for education policy and practice
 - 6.2 Explain the role of schools in national policies relating to children, young people and families
 - 6.3 Explain the roles of other organisations working with children and young people and how these may impact on the work of schools
-

Unit 12 Move and position individuals in accordance with their plan of care (J/601/8027)

Guided learning hours	26
Credit value	4
Level	2
Mandatory/optional	Optional

The learner will:

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

The learner can:

- 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

The learner will:

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

The learner can:

- 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

The learner will:

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

The learner can:

- 3.1 Access up-to-date copies of risk assessment documentation
- 3.2 Carry out preparatory checks using:
 - the individual's care plan
 - 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
 - that potential hazards are removed
- 3.7 Apply standard precautions for infection prevention and control

Unit 12 Move and position individuals in accordance with their plan of care (J/601/8027) (cont'd)

The learner will:

- 4 Be able to prepare individuals before moving and positioning

The learner can:

- 4.1 Demonstrate effective communication with the individual to ensure that they
- understand the details and reasons for the action/activity being undertaken
 - agree the level of support required
- 4.2 Obtain valid consent for the planned activity
-

The learner will:

- 5 Be able to move and position an individual

The learner can:

- 5.1 Follow the care plan to ensure that the individual is positioned
- using the agreed technique
 - 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
-

The learner will:

- 6 Know when to seek advice from and/or involve others when moving and positioning an individual

The learner can:

- 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
-

Assessment guidance

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. **Learning outcomes 3, 4 and 5** must be assessed in a real work environment

Unit 13 Provide support for therapy sessions (D/601/9023)

Guided learning hours	14
Credit value	2
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Understand the benefits of therapy sessions

The learner can:

- 1.1 Identify different types of therapy sessions in which an individual may participate
 - 1.2 Describe how therapy sessions can benefit an individual
-

The learner will:

- 2 Be able to prepare for therapy sessions

The learner can:

- 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
-

The learner will:

- 3 Be able to provide support in therapy sessions

The learner can:

- 3.1 Provide support during a therapy session that takes account of:
 - the therapist's directions
 - 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
-

Unit 13 Provide support for therapy sessions (D/601/9023) (cont'd)

The learner will:

- 4 Be able to observe and record therapy sessions

The learner can:

- 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
-

The learner will:

- 5 Be able to contribute to the review of therapy sessions

The learner can:

- 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 13 Provide support for therapy sessions (D/601/9023) (cont'd)

Assessment guidance

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. **Learning outcomes 2, 3, 4 and 5** must be assessed in a real work situation.

Therapy sessions may include:

- occupational therapy
- physiotherapy
- hydrotherapy
- aromatherapy

An individual is someone requiring care or support.

Others may include:

- therapist
- line manager
- family
- friends
- advocates
- others who are important to the individual's well-being

Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Unit 14 Support assessment for learning (A/601/4072)

Guided learning hours	20
Credit value	4
Level	3
Mandatory/optional	Optional

The learner will:

- 1 Understand the purpose and characteristics of assessment for learning

The learner can:

- 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
 - the learning support practitioner

The learner will:

- 2 Be able to use assessment strategies to promote learning

The learner can:

- 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
-

Unit 14 Support assessment for learning (A/601/4072) (cont'd)

The learner will:

- 3 Be able to support learners in reviewing their learning strategies and achievements

The learner can:

- 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
 - identify the strengths and weaknesses of their learning strategies and plan how to improve them
-

The learner will:

- 4 Be able to contribute to reviewing assessment for learning

The learner can:

- 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
 - 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
-

Unit 14 Support assessment for learning (A/601/4072) (cont'd)

Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2.1-2.5, 3.1-3.4, 4.1 and 4.2 must be assessed in the workplace.

Assessment for learning involves using assessment, as part of teaching and learning, in ways that will raise learners' achievement.

Information required to support assessment for learning:

- the learning objectives for the activities
- the personalised learning goals for individual learners
- the success criteria for the learning activities
- the assessment opportunities and strategies relevant to own role in the learning activities

Personalised learning goals will reflect the learning objectives of activities and take account of the past achievements and current learning needs of individual learners.

Assessment opportunities and strategies are the occasions, approaches and techniques used for ongoing assessment during learning activities, such as:

- using open-ended questions
 - observing learners
 - listening to how learners describe their work and their reasoning
 - checking learners' understanding
 - engaging learners in reviewing progress
 - encouraging learners to keep in mind their learning goals and to assess their own progress to meeting these as they proceed
 - encouraging learners to review and comment on their work before handing it in or discussing it with the teacher
 - praising learners when they focus their comments on their personalised learning goals for the task
-

Unit 15 Contribute to supporting bilingual learners (L/601/7414)

Guided learning hours	12
Credit value	2
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Be able to interact with bilingual learners

The learner can:

- 1.1 Interact with bilingual learners in a way that demonstrates:
 - respect for their first or home language(s), values, culture and beliefs
 - sensitivity to individual needs
 - 1.2 Use language and vocabulary which is appropriate to the learner's age, level of understanding and proficiency in the target language
-

The learner will:

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

The learner can:

- 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
-

The learner will:

- 3 Be able to support bilingual learners during learning activities

The learner can:

- 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
 - language development
-

Unit 15 Contribute to supporting bilingual learners (L/601/7414) (cont'd)

Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. All of the assessment criteria must be assessed in the workplace.

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

Target language is the additional or second language needed by bilingual learners to access the curriculum i.e. English as an additional language (EAL) or Welsh/Gaeilge as a second language.

Techniques to support the learning and language development needs of individual learners eg:

- introducing, explaining and illustrating key vocabulary related to subject content
 - scaffolding writing tasks, for example modelling writing action (such as correct letter formation), matching, sequencing, providing writing frames and word banks
 - scaffolding oracy, for example using frameworks for talking and active listening tasks
 - 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 learnt, summarising and recording what has been learnt and creating opportunities to revisit key concepts through questioning
 - encouraging learner responses and promoting interaction using different forms of questioning
 - using culturally accessible learning materials
 - using peer support to promote thinking and talking in first languages to support understanding
-

Unit 16 Prepare and maintain learning environments (D/601/7417)

Guided learning hours	18
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Be able to prepare learning environments

The learner can:

- 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
 - 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
-

The learner will:

- 2 Be able to prepare learning materials

The learner can:

- 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
-

Unit 16 Prepare and maintain learning environments (D/601/7417) (cont'd)

The learner will:

- 3 Be able to monitor and maintain learning environments and resources

The learner can:

- 3.1 Describe how environmental factors may affect the learning process and how they should be adjusted for different types of activities
 - 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
 - ensure access and ease of movement for all
 - 3.3 Support learners to:
 - select learning resources and materials relevant to their learning tasks
 - use resources safely and correctly
 - 3.4 Demonstrate ways of supporting learners to accept responsibility for:
 - the safe use and care of the environment, equipment and materials
 - returning equipment and materials to the appropriate place after use
 - 3.5 Follow organisational procedures for reporting deficiencies, damage and shortfalls in stocks of equipment and materials
-

Unit 16 Prepare and maintain learning environments (D/601/7417) (cont'd)

Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 1.2-1.5, 2.1-2.4 and 3.2-3.5 must be assessed in the workplace.

Learning environments include areas inside or outside of the setting which are used for learning activities eg:

- general teaching areas such as classrooms
- specialist teaching areas such as those set up for science, art, food technology or PE
- outside areas such as the playground, games field or wildlife/nature areas
- areas outside of the setting such as those used for field studies, cultural visits or other off-site activities

Safety equipment - the equipment required by legislation and/or the organisation for ensuring the safety of children, young people and adults in the learning environment including:

- a fully equipped first aid box
- equipment to protect children, young people and adults from accidents, eg. circuit breaker, cable guards, landing mats for PE, safety goggles for science activities
- equipment for use in an emergency, eg. fire extinguishers, fire blanket, emergency alarms and emergency exits

Learning resources; materials, equipment (including ICT), software, books and other written materials (eg. handouts, worksheets), DVDs, etc. that are required to support teaching and learning

Learning materials - the written materials and consumables needed for the learning activity, including:

- general items such as pencils, rulers and paper
- curriculum-specific materials such as paints, science materials or cooking ingredients
- written materials such as handouts and worksheets

Environmental factors eg:

- light
- ventilation
- temperature

Unit 17 Provide displays in schools (K/601/6500)

Guided learning hours	15
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Understand the school policy and procedures for displays

The learner can:

- 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
-

The learner will:

- 2 Be able to design displays

The learner can:

- 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
-

The learner will:

- 3 Be able to set up displays

The learner can:

- 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
-

Unit 17 Provide displays in schools (K/601/6500) (cont'd)

The learner will:

- 4 Be able to maintain displays

The learner can:

- 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 up-date the display as required by its theme and use
-

The learner will:

- 5 Be able to dismantle displays

The learner can:

- 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
-

Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2.1-2.4, 3.1-3.4, 4.2-4.5 and 5.1-5.3 must be assessed in the workplace.

Unit 18 Support children and young people at meal or snack times (A/601/6517)

Guided learning hours	18
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Know the principles of healthy eating for children and young people

The learner can:

- 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
-

The learner will:

- 2 Know the benefits of healthy eating for children and young people

The learner can:

- 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
-

The learner will:

- 3 Know how to encourage children and young people to make healthier food choices

The learner can:

- 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
-

Unit 18 Support children and young people at meal or snack times (A/601/6517) (cont'd)

The learner will:

- 4 Be able to support hygiene during meal or snack times

The learner can:

- 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
-

The learner will:

- 5 Be able to support the code of conduct and policies for meal and snack times

The learner can:

- 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
-

Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 4.2, 4.3, 5.2 and 5.3 must be assessed in the workplace.

**Unit 19 Support children and young people with disabilities and special educational needs
(D/601/6526)**

Guided learning hours	26
Credit value	4
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Know the rights of disabled children and young people and those with special educational needs

The learner can:

- 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

The learner will:

- 2 Understand the disabilities and/or special educational needs of children and young people in own care

The learner can:

- 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
-

Unit 19 Support children and young people with disabilities and special educational needs (D/601/6526) (cont'd)

The learner will:

- 3 Be able to contribute to the inclusion of children and young people with disabilities and special educational needs

The learner can:

- 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
-

The learner will:

- 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

The learner can:

- 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
-

Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 3.1-3.4 and 4.1-4.4 must be assessed in the workplace.

Unit 20 Support children and young people's play and leisure (T/601/6564)

Guided learning hours	16
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Understand the nature and importance of play and leisure

The learner can:

- 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
-

The learner will:

- 2 Be able to support children and young people's play and leisure

The learner can:

- 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
 - encouragement and praise for play and leisure activities
-

Unit 20 Support children and young people's play and leisure (T/601/6564) (cont'd)

The learner will:

- 3 Be able to support children and young people in balancing risk and challenge

The learner can:

- 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
-

The learner will:

- 4 Be able to reflect on and improve own practice

The learner can:

- 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
-

Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2.2, 2.5 and 3.4 must be assessed in the workplace.

Unit 21 Support children and young people's travel outside of the setting (Y/601/6573)

Guided learning hours	22
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Know the policy and procedures for children and young people's travel outside of the setting

The learner can:

- 1.1 Describe the organisational and legal requirements for children and young people's travel outside of the setting including adult/child ratio requirements
- 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
- 1.3 Describe the importance of children, young people and adults involved having complete and accurate information about travel arrangements in good time
- 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
- 1.5 Identify the kinds of issues that might occur when supporting children and young people's travel
- 1.6 Describe the contingency arrangements appropriate to the issues that may arise when children and young people are travelling

The learner will:

- 2 Be able to support the arrival and departure of children and young people

The learner can:

- 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
 - dealing with any issues arising when children and young people are arriving at or leaving the setting
-

Unit 21 Support children and young people's travel outside of the setting (Y/601/6573) (cont'd)

The learner will:

- 3 Be able to support children and young people during travel

The learner can:

- 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
 - 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

Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2.1-2.4 and 3.1-3.5 must be assessed in the workplace.

Unit 22 Support extra-curricular activities (M/601/6577)

Guided learning hours	15
Credit value	3
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Be able to prepare for extra-curricular activities

The learner can:

- 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
-

The learner will:

- 2 Be able to deliver extra-curricular activities

The learner can:

- 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
 - 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
-

Unit 22 Support extra-curricular activities (M/601/6577) (cont'd)

The learner will:

- 3 Be able to bring extra-curricular activities to an end

The learner can:

- 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
 - clearing and storing equipment and resources
-

The learner will:

- 4 Be able to reflect on own contribution to extra-curricular activities

The learner can:

- 4.1 Use feedback from children, young people and colleagues to reflect on and improve own contribution to extra-curricular activities
-

Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 1.2-1.4, 2.1-2.6 and 3.1-3.4 must be assessed in the workplace.

Unit 23 Support the use of information and communication technology for teaching and learning (A/601/6579)

Guided learning hours	12
Credit value	2
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Know the policy and procedures for the use of ICT for teaching and learning

The learner can:

- 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

The learner will:

- 2 Be able to prepare ICT resources for use in teaching and learning

The learner can:

- 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

The learner will:

- 3 Be able to support the use of ICT for teaching and learning

The learner can:

- 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 23 Support the use of information and communication technology for teaching and learning
(A/601/6579) (cont'd)**

Assessment guidance

Assessment criteria 2.3, 2.4 and 3.1-3.4 must be assessed in the workplace.

Unit 24 Invigilate tests and examinations (Y/601/7416)

Guided learning hours	19
Credit value	3
Level	3
Mandatory/optional	Optional

The learner will:

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

The learner can:

- 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
-

The learner will:

- 2 Be able to prepare for tests and examinations

The learner can:

- 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
-

Unit 24 Invigilate tests and examinations (Y/601/7416) (cont'd)

The learner will:

- 3 Be able to prepare candidates for tests and examinations

The learner can:

- 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
 - 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
 - candidates who arrive late for a test or examination
-

The learner will:

- 4 Be able to implement invigilation requirements

The learner can:

- 4.1 Explain the importance of ensuring all rules and regulations relating to the conduct of tests and examinations are strictly applied and followed
 - 4.2 Give clear and unambiguous instructions to candidates at the start of tests and examinations
 - 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
 - absent from a test or examination
 - 4.4 Apply the centre's procedures for dealing with:
 - queries from candidates
 - disruptive behaviour or irregular conduct
 - candidates who want or need to leave the examination room during the test or examination
-

Unit 24 Invigilate tests and examinations (Y/601/7416) (cont'd)

The learner will:

5 Be able to end tests and examinations

The learner can:

- 5.1 Demonstrate the correct procedures for ending tests and examinations including:
- collecting papers
 - allowing candidates to leave the examination room
 - completing test and examination records
- 5.2 Differentiate between ending tests and examinations when:
- all candidates are due to finish their test or examination at the same time
 - some candidates are still engaged in a test or examination

Assessment guidance

This unit must be assessed in accordance with the TDA assessment principles. Assessment criteria 2.1-2.5, 3.2, 3.3, 4.2-4.4, 5.1 and 5.2 must be assessed in the workplace.

Access arrangements - the arrangements made by the centre and agreed by the awarding body, if appropriate, for learners with additional needs, eg. reading assistance, scribe, sign interpreter

Setting up an examination room includes:

- the required number and positioning of desks/work stations
- display of notices
- clock
- centre number
- instructions for learners
- seating plan
- attendance register
- health and safety arrangements
- environmental conditions such as heating, lighting, ventilation and the level of outside noise

Specific requirements for the test or examination and/or the learner involved eg:

- further guidance
 - erratum notices
 - supervision of individual learners between tests or examinations
 - access arrangements
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Unit 24 Invigilate tests and examinations (Y/601/7416) (cont'd)

Exemptions for Invigilate tests and examinations (Y/601/7416)

For the purpose of credit accumulation, the following unit has been agreed as exemptions to this unit:

- Invigilate tests and examinations (A/104/0197)

Learners who have achieved any of this exempt unit can use it towards achievement of this qualification without the need to complete unit Y/601/7416.

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