Level 2 NVQ in Supporting Teaching and Learning in Schools (7329)

Standards and assessment requirements
500/3653/1
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Level 2 NVQ in Supporting Teaching and Learning in Schools (7329)

Standards and assessment requirements
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1 Introduction

About this document

This document contains information required by centres to deliver the following National Vocational Qualification (NVQ):

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It contains guidance on:
- centre resource requirements
- candidate entry requirements
- information about links with, and progression to other qualifications
- qualification standards and specifications
- assessment requirements
- evidence recording forms
2 About the qualification

2.1 Standards Setting Body and the National Occupational Standards

Background to the National Occupational Standards (NOS)

The National Occupational Standards (NOS) for Supporting Teaching and Learning in Schools (STL) replace the NOS for Teaching/Classroom Assistants (TA/CA NOS).

The STL standards were developed by the Training and Development Agency for Schools (TDA) following their review of the TA/CA NOS. The standards were approved in June 2007. They reflect developments in working practice and the wider range of roles undertaken by teaching and learning support staff. The title of the standards reflects this wider scope, as it is no longer limited to teaching/classroom assistants.

As well as the teaching/classroom assistant role, the standards cover key activities carried out by those supporting teaching and learning in schools under most of the circumstances they are likely to encounter.

As the roles of learning support staff develop further, the STL standards will be able to reflect those developments.

The NOS support transfer and progression across the children’s workforce by including units imported from other NOS developed for other parts of the workforce where the functions are the same. It will be appropriate for centres to select from the range of units according to their national or regional circumstances and/or the roles of their candidates. The summary on the front page of each unit will help you to relate the unit to the STL context.

The NOS for STL do not directly reference current policy and initiatives; this is because they must apply to all the home countries and remain fit for purpose as things change over time. The standards reflect the six themes of the Common Core of Skills and Knowledge for the Children’s Workforce.
Contacting the Standards Setting Body (SSB)
This qualification is based on the National Occupational Standards (NOS) developed by:

Name of SSB: Training and Development Agency for Schools (TDA)

Address: 151 Buckingham Palace Road
London
SW1W 9SZ

Telephone: 0845 6000 991
Fax: 
e-mail: Info@tda.gov.uk
URL: www.tda.gov.uk

Imported units
The following units in this qualification have been imported from NOS developed by Sector Skills Councils (SSCs):

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<td>Support a child with disabilities or special educational needs</td>
<td>Skills for Care and Development</td>
</tr>
<tr>
<td>HSC223</td>
<td>Contribute to moving and handling individuals</td>
<td>Skills for Care and Development/CWDC</td>
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<td>HSC212</td>
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<td>PW2</td>
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<tr>
<td>IL 3/10</td>
<td>Provide displays</td>
<td>Lifelong Learning UK</td>
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Name of SSC: Skills for Care and Development
Address: Albion Court
5 Albion Place
Leeds
LS1 6JL

Telephone: 0113 241 1251
Fax: 0113 243 6417
e-mail: sscinfo@skillsforcareanddevelopment.org.uk
URL: www.skillsforcareanddevelopment.org.uk
Apprenticeship frameworks
The Level 2 NVQ in Supporting Teaching and Learning in Schools forms part of an apprenticeship framework. Further information is available from the TDA.

Accreditation details
This qualification is accredited by the Qualifications and Curriculum Authority as part of the National Qualifications Framework. Full accreditation details for this qualification can be found on the National Qualifications Database at www.ndaq.org.uk.

For further details about accreditation, national qualifications frameworks and level descriptors, please visit the Qualifications and Curriculum Authority (QCA) website at www.qca.org.uk.
## About the qualification

### 2.2 Publications and sources of information

This document has been designed to be used with the following City & Guilds NVQ Guides and publications:

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<td>An overview of N/SVQ assessment, delivery and quality assurance issues.</td>
<td>EN-12-001</td>
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<td>Candidate guide</td>
<td>An introduction to N/SVQs, candidate responsibilities and an overview of the assessment process.</td>
<td>TS-12-001</td>
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<td>Recording forms</td>
<td>Forms both centres and candidates may use to record evidence.</td>
<td>TS-33-0001</td>
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<td>NVQ Code of Practice</td>
<td>A guide book produced by QCA (Qualifications Curriculum Authority) for centres regarding the code of practice and regulations.</td>
<td>To order from QCA via their website: <a href="http://www.qca.org.uk/orderonline">www.qca.org.uk/orderonline</a></td>
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Visit the City & Guilds website ([www.cityandguilds.com](http://www.cityandguilds.com)) for the latest versions of these documents.

### Other essential City & Guilds documents

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

- **Providing City & Guilds qualifications: a guide to centre and qualification approval** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification.

- **Ensuring quality** contains updates on City & Guilds assessment and policy issues.

- **Centre toolkit** contains additional information on *Providing City & Guilds qualifications*, in a CD-ROM, which links to the internet for access to the latest documents, reference materials and templates. The Centre Toolkit is sent to centres when they receive approved centre status. It is also available from to order at an additional cost.

- **Online Catalogue** contains details of general regulations, registration and certification procedures and fees. This information is also available online.

- **Guidance Update to Community & Society centres** contains updates on centre management, records, assessment and verification.

For the latest updates on our publications and details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.
3 Candidate entry requirements and progression

Candidate work role requirements
The STL NVQs are for those supporting teaching and learning in any type of school; primary (including foundation stage); secondary; special; pupil referral units. They have been developed to reflect changes in support staff roles following implementation of workforce reform. They cover the role of teaching assistants but have been broadened in scope to include new roles and responsibilities such as:

- cover supervision
- pastoral support
- bilingual support
- subject support
- special educational needs and additional support.

Candidates must be able to evidence, through their employment/placement, the performance criteria for each unit undertaken, using the types of evidence stated in the STL assessment strategy.

The Level 2 NVQ in Supporting Teaching and Learning in Schools could be used by volunteer workers within the school, provided they cover a sufficient breadth of responsibilities for supporting teaching and learning. It is unlikely that volunteers would have the breadth and level of responsibilities needed to complete the Level 3 NVQ in Supporting Teaching and Learning in Schools.

Candidate entry requirements
There are no formal entry requirements for individuals wishing to take these NVQs. However, assessors should ensure candidates have the potential and opportunity to provide evidence for the qualification or unit(s) as applicable.

Candidates should be made aware of the Government’s agenda for all those who embark on a programme of study to have a level of proficiency in English, Maths and Information Communication Technology (ICT). It is recommended that they should achieve a level 2 in these subjects by the end of their qualification, if they do not have it when they started.

Age restrictions
The NVQs are approved for use with candidates in the 16-18, 18+ and 19+ age ranges. Restrictions apply to candidates under the age of 18 working unsupervised with children. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications for completing assessments.

Other legal considerations
Candidates entering the school workforce, including those on temporary contracts, volunteers and work placements, are legally required to undergo identity and criminal record checks. Those who have lived outside the United Kingdom may be subject to additional checks. Providers should liaise with the school to ensure the necessary checks have been made.

Due regard must be paid to the legal requirements of the individual nations.
Centres and candidates should be aware that photographs, images and audiovisual records of children are not permitted.

**Progression**

The qualification promotes development within the candidate’s current role. Candidates may take on roles within schools with higher responsibilities after completing the qualification. Candidates may go on to do the City & Guilds 7303 Level 3/4 Award in Preparing to Teach in the Lifelong Sector (PTLLS).

There is also an opportunity for learners to move or explore into other areas as this qualification contains imported units from various sectors. It has links to City & Guilds NVQs in; Health and Social Care; Children’s Care, Learning and Development; Playwork; Youth Work and ILM NVQs in Management. Candidates may progress into these fields if they wish to.

The qualification also provides Continuous Professional Development (CPD) opportunities and the opportunity to gain knowledge and skills in various roles within the school setting.

For further information on progression routes please visit the City & Guilds website at [www.cityandguilds.com](http://www.cityandguilds.com)
4 Centre resource requirements
4.1 Centre, qualification and fast track approval

Centres not yet approved by City & Guilds
To offer this qualification, new centres will need to gain both centre and qualification approval (CAP and QAP). Please refer to the Centre guide and Providing City & Guilds Qualifications for further information.

Existing City & Guilds centres
To offer this qualification, centres already approved to deliver City & Guilds qualifications will need to gain qualification approval. Please refer to the Standards and Assessment Requirements and Providing City & Guilds Qualifications for further information.

Centres already offering City & Guilds qualifications in this subject area
Centres approved to offer the qualification Level 2 NVQ for Teaching Assistants (7327) or Level 2 NVQ Classroom Assistants (7316), and which have been active during the last 24 months, can apply for approval for the new Level 2 NVQ in Supporting Teaching and Learning in Schools (7329) using the fast track form, available from the City & Guilds website.

Centres may apply to offer the new qualification using the fast track form
• provided there have been no changes to the way the qualifications are delivered, and
• if they meet all of the approval criteria specified in the fast track form guidance notes and
• if they have actively delivered NVQ for Teaching Assistants (7327) or NVQ for Classroom Assistants (7316) within the last two years.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the standard qualification approval process. It is the centre's responsibility to check that fast track approval is still available at the time of application.
4 Centre resource requirements

4.2 Centre resources

The NVQ Code of Practice QCA Appendix 2, Approved Centre Criteria 1.13 makes it explicit that centres must ensure that their staff clearly understand their roles, responsibilities, authorities and accountabilities and those of their centre. It would therefore be advisable for centres to have documented and signed (partnership) agreements with all assessment sites. The content of such agreements must be devised on an individual centre basis but consideration should be given to the inclusion of the following areas:

- centre membership requirements/criteria. By implication, this might mean the rejection of some applicants where they cannot or will not meet the centre membership requirements. eg participating in assessment activities including attending standardisation meetings
- commitment to centre policies and practices eg policy for candidate appeals/complaints and access to fair assessment
- access to the workplace and protocols for peripatetic assessors
- responsibilities for establishing and communicating any issues concerning ‘fit person’ checks are required by the relevant regulator eg criminal records/POVA clearance checks. These are usually the responsibility of the employer but where centres are placing students in work places they will need to liaise closely with placement providers about this area. (The appropriate service regulator identifies ‘fit person’ criteria, not the Awarding Body)
- candidates should have access to appropriate learning resources to cover the knowledge and understanding.
- responsibilities for ensuring that candidates are operating in a work place where the standards of practice fully support candidates to demonstrate their competence.

This list is not exhaustive but may assist centres in identifying areas which need an explicit statement of commitment for member assessment sites/satellites in order to avoid future problems.
4 Centre resource requirements

4.3 Registration and certification

Registration and certification period

Centres should be aware of time constraints regarding the registration and certification periods for the Level 2 NVQ in Supporting Teaching and Learning in Schools as specified in the City & Guilds Online Catalogue.

Please check the Online Catalogue for the latest information on length of registration and the last registration and certification dates.

Where the period of access to assessment offered by a centre is less than the period covered by the candidates' registration with City & Guilds, centres must ensure that this is understood by the candidates.
This guidance is based on and encompasses the assessment strategy and guidance developed for the N/SVQs in Supporting Teaching and Learning in Schools by the Training and Development Agency for Schools (TDA)

**External quality control**
External quality control is provided by the usual City & Guilds external verification process. This includes the use of the standard report form, which is designed to provide an objective risk analysis of individual centre assessment and verification practice.

**Assessment strategy**
The assessment strategy specifies the general principles for assessment and quality assurance of the qualifications and is essential reading for all assessors and verifiers for these NVQs.

Development of the assessment strategy was based on:
- an evaluation of current assessment methods and quality assurance arrangements for the N/SVQs for teaching and classroom assistants
- stakeholder views and expectations about assessment processes and requirements gathered through focus groups and online consultations
- analysis of assessment methodologies and quality assurance arrangements for other qualifications for the children’s workforce that attest to occupational competence, and
- discussion and agreement with the relevant N/SVQ awarding bodies.

The assessment strategy was developed to encompass both sector-specific and imported units included within the STL NVQs. However, it remains the responsibility of City & Guilds and its centres to ensure that centres are working to the relevant assessment strategy in relation to any imported units.

The assessment strategy specifies:
- the recommended approach to external quality control of assessment
- the type and amount of evidence to be collected for assessment purposes, including mandatory requirements for evidence from performance in the workplace
- the extent to which simulated working conditions may be used in assessment, and any required characteristics of the simulations, including definitions of what might constitute realistic working environments, and
- the occupational expertise requirements for assessors and verifiers.

The STL assessment strategy is available from the TDA website.
**Imported units**
The following units in this NVQ have been imported from the National Occupational Standards of the sector skills councils listed.

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**Initial assessment**
Centres are required to implement a system of initial assessment of candidates. From this, an individual learning plan (ILP) should be developed and agreed with the candidate which sets out the requirements of the qualification and how these will be achieved. This should include the accreditation of prior learning and experience, where applicable.

**Accreditation of Prior Experience and Learning (APEL)**
Some candidates for this qualification may have undertaken training in the past and will be experienced in supporting teaching and learning in schools. Therefore, all the centres delivering the qualification should provide the opportunity for candidates' prior experience and learning to be assessed and accredited. This should form part of the initial assessment of all candidates.

The imported units have identification numbers attached so that centres and candidates can identify the source of each unit. Units achieved by candidates through other qualifications, including units common to the level 2 and 3 STL NVQs and units imported from other sectors, should be accepted for direct transfer to an STL NVQ where applicable. Centres must claim these units under the candidates' 7329 registration in order for them to be accredited. Copies of the certificates of unit credit (CUCs) must be retained by the centre for quality assurance/audit purposes.

Though not a requirement, City & Guilds considers it good practice for centres to establish that candidates are aware of the STL context when accepting, as APEL, units achieved in other contexts. Centres may use professional discussion for this purpose.

The TDA's online STL NOS guidance includes a mapping document showing a summary of the main changes made to the TA/CA NOS. The mapping document may assist with the accreditation of prior learning towards the new STL NVQs. The mapping can be found on the TDA website.
Should any opportunities for APEL be identified, it is important that a complete process of accreditation of prior experience and learning is undertaken, ensuring that:

- it covers relevant or appropriate experience for previous activities as well as accredited learning and qualifications.
- it is incorporated into the assessment planning with details of how this will take place.
- mapping of prior learning to the National Occupational Standards to identify gaps is documented and auditable.
- assessment methods and processes for accreditation of prior experience and learning are documented and made available to the external verifier.
- the authenticity and currency of presented evidence is established by the assessor.

In considering the appropriateness of any single piece of evidence the following should be considered:

- **Content** – the degree to which the content of any previously accredited learning meets the requirements of the National Occupational Standards against which it is being presented as evidence.
- **Level** – the degree to which the level of learning offered and tested, related to that required by the Supporting Teaching and Learning in Schools NVQ.
- **Performance and knowledge** – the degree to which the previous learning covered both performance and knowledge. Some learning will only have offered and tested the latter, in which case the Accreditation of Prior Learning can only cover this aspect. Performance will require further assessment. Although unlikely the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.
- **Relevance of context** – the degree to which the context of the learning gained and assessed relates to the current context of candidates’ work roles. If the context was different, assessors will need to satisfy themselves of candidates’ ability to transfer the learning gained into their current setting.
- **Currency** – how recently the learning was gained. Candidates would need to demonstrate current knowledge and understanding of areas such as legislation, policy and practice etc, which may have changed since the previous learning programme was undertaken.
- **Authenticity** – how the ownership of the evidence is established to ensure that it was generated by the candidate.

Centres must be aware that difficulties can arise when attempting to map learning gained from non-competence based qualifications into those that are competence based.

**Performance evidence requirements**

Evidence of candidates’ performance should be drawn primarily from work activities that take place under normal working conditions in a normal work environment.

Direct observation of performance in the workplace is an essential part of the assessment requirements for each unit except those where it is not appropriate. This is stated in the unit evidence requirements (UERs) which form part of each unit. Direct observation may be performed by the assessor or an approved expert witness.

Additional evidence can be obtained from:

- work products
- oral and written questions
- professional discussions
- reflective accounts
- expert witness statements
• witness testimony
• written assignments
• scenarios, case studies, and ‘what if’ questions
• simulation (please note that this is applicable only to units where simulation is allowed; please see table on next page).

Candidates must provide evidence that shows competence over time and covers their work with at least two different pupils and/or groups of pupils as applicable to each of the units undertaken. This could be demonstrated through reflective accounts, case studies etc rather than repeated observations of performance. This does not mean that two separate pieces of evidence are required for each performance criterion and knowledge statement (unless specified in the assessment strategy for imported units). Taking a holistic approach to assessment will avoid unnecessary duplication of evidence.

Photographs and video are acceptable as part of the way a candidate can generate evidence provided they do not include any images of children or young people. However they can provide effective methods of work products such as classroom displays and children's work.

**Holistic assessment**

Centres should use holistic assessment and promote the concept of sufficiency of evidence. Many of the STL units are interrelated and a single situation may be the starting point for gathering evidence against several NVQ units. The linked units section of the STL units provides guidance on those that are related but there may be others, depending upon the candidate’s job role and choice of optional units. The candidate’s major work activities are likely to provide evidence-rich assessment opportunities including observation, work products and witness testimonies.

One direct observation may be used as evidence towards achieving performance criteria for more than one unit, so assessors must plan their observations accordingly. Candidate evidence should be used, where appropriate, to demonstrate achievement of performance criteria across a range of units.

**Knowledge evidence requirements**

Candidates must be able to apply the specified knowledge and understanding to their work practice and therefore, knowledge and understanding will be apparent in candidates’ performance evidence. If the assessor cannot positively infer the knowledge and understanding for candidates’ work practice they should question candidates or, if appropriate, use professional discussion to elicit the required knowledge. Assessors must retain records of questions and answers or the focus and outcomes of professional discussion.

Professional discussion, where used, must be conducted by candidates’ assessors and is most appropriately used to elicit underpinning knowledge, explain how to deal with contingencies and clarify or expand on evidence presented in portfolios. Professional discussion must be included in candidates’ assessment plans and thereby agreed in advance with candidates. The assessor should not use professional discussion merely to ask a set of prescribed knowledge questions.

A summary of the areas covered and the outcomes of the discussion must be recorded. If audio visual recording is used it must be of a good enough quality to be clearly heard/seen. Tapes must be referenced and marked to allow verifiers quick access to the evidence they have planned to sample. The evidence must be trackable and accessible.

Some knowledge and understanding is common to different aspects of working practice. This is reflected through common knowledge statements across NVQ units, eg. the school procedures for
recording and sharing information. Taking a holistic approach to assessing knowledge and understanding will reduce unnecessary duplication.

A mapping of knowledge statements across all units within each award is available on the TDA website.

**Simulation**

Simulation should only be used for aspects where naturally occurring evidence is difficult to gather eg. child protection, health and safety, and can never be used as the sole source of evidence for any unit. Where possible, the use of other sources of evidence and/or assessment methods is always preferable to simulation.

Simulation is only allowed in particular units as listed in the table overleaf. Descriptions of the constraints under which these simulations should be developed are included in the assessment strategy. These are designed to ensure that the evidence generated is as valid and reliable as possible.

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STL3.2</td>
<td>Dealing with accident, emergencies and illness</td>
</tr>
<tr>
<td>STL3.3</td>
<td>Support the safeguarding of children from abuse</td>
</tr>
<tr>
<td>STL5.1</td>
<td>Maintain working relationships with colleagues</td>
</tr>
<tr>
<td></td>
<td>P6 address and handle in a constructive manner any issues in your relations which can be resolved by your own actions</td>
</tr>
<tr>
<td>STL17.2</td>
<td>Implement and maintain invigilation requirements</td>
</tr>
<tr>
<td></td>
<td>P4d follow the centre’s procedures for dealing with any health and safety or security emergencies.</td>
</tr>
</tbody>
</table>

More detailed guidance on the use of simulation for these units is provided in the TDA’s assessment guidance document, available on their website.
Roles and occupational expertise requirements

Assessors

The Assessor’s role is to:

• ensure candidates understand the assessment process: what is to be assessed and how it is to be assessed
• help candidates to identify and gather evidence
• observe candidates carrying out activities in their workplace
• examine candidates’ evidence
• question candidates and record results
• judge and authenticate evidence
• provide feedback and offer advice if the standards are not met, and
• record achievement
• meet quality assurance requirements.

Assessors must have experience which involves one of the following:

• performing the roles covered by the standards they are assessing as an experienced practitioner; or
• being directly responsible for directing and supervising the work of those who are performing the functions in schools; or
• providing formal guidance or instruction to teachers and/or support staff on the effective performance of the functions covered by the standards which they are assessing; or
• assessing the predecessor standards for teaching and classroom assistants (drawing on the testimony of expert witnesses where they do not have first hand experience of new functions covered by the National Occupational Standards for Supporting Teaching and Learning in Schools).

Assessors should also:

• have a sound knowledge and understanding of the national occupational standards and NVQ in Supporting Teaching and Learning in Schools.
• satisfy the qualification requirements specified by the regulatory authorities; assessors must hold the D32 and D33 units; or hold or be working towards the A1 unit. Unqualified assessors have eighteen months to achieve the A1 qualification, during which time they must be supported by a qualified assessor and internal verifier throughout their training period.
• have a thorough knowledge of the schools sector and its settings, including current legislative and regulatory requirements, codes of practice and guidance within the home country where assessment is taking place.
• have the knowledge of and commitment to the principles and values of the sector, including those of the relevant sector for units imported from other areas of practice.
• provide evidence of continuing professional development to maintain their occupational expertise. This will be monitored and verified by the external verifier.
• only assess in their acknowledged area of technical and occupational expertise. However, expert witnesses could also be used to cover technical competence required where necessary.
• assess individual units or whole awards. Where they assess individual units only, there must be a co-ordinating/primary assessor responsible for ensuring that full competence is demonstrated across all the required units for a qualification.
Co-ordinating assessors

In order that the requirements for the occupational competence of assessors can be met, candidates may have more than one assessor involved in the process of assessment, with each assessing different units or elements of units. Where more than one assessor is involved, there must be a named assessor who is responsible for co-ordinating the assessment for an individual candidate.

The co-ordinating assessor will be assessing the candidate in one or more area but will also have the responsibility of ensuring that a clear assessment plan is agreed. This will include details of where specialist assessors and/or expert witnesses will be required and when the specialist assessment should be scheduled.

Co-ordinating assessors must:

• be responsible for vetting the selection of expert witnesses including evidence of occupational competence and monitoring their contribution to the assessment process. A register of all accepted expert witnesses must be maintained by the centre and be subject to a review as part of the external verification process.
• be responsible for making the assessment judgement for units whose assessment relies extensively on expert witness testimony or where parts have been assessed by different assessors and/or expert witnesses.
• ensure that the best use is made of all evidence that is available to make judgements about the competence of candidates against the standards.
• work closely with internal verifiers to ensure standardised practice and decision-making within the assessment process.
• be qualified assessors who meet the occupational expertise requirements of this assessment strategy.

Internal Verifier

The internal verifier is responsible for:

• maintaining policies and procedures to enable delivery and assessment of the NVQ
• training and supporting assessors
• sampling the work of assessors and candidates
• checking and standardising assessment decisions made by assessors
• maintaining a register of all accepted expert witnesses including details of their areas of expertise
• evaluating the effectiveness of assessment practice and procedures
• developing practice and procedures as a result of evaluation
• identifying assessors' training needs, and
• supporting assessors in implementing changes.

The occupational expertise requirements for internal verifiers are that they should have had experience of working in the schools sector, in a capacity which involved them making judgements as to the quality of the provision offered, and must be familiar with the demands and opportunities afforded by work within a classroom environment. This could be demonstrated by:

• being an experienced practitioner who has demonstrated the competences required by the standards during their professional career, or
• being a manager or supervisor of those who regularly perform the competences required and who are directly responsible for monitoring the work performance of such individuals, or
• being a trainer who are themselves occupationally competent and who have direct responsibility for developing the competences required in the standards.
• assessing the predecessor standards for teaching/classroom assistants (drawing on the testimony of expert witnesses where they do not have first hand experience of new functions covered by the National Occupational Standards for Supporting Teaching and Learning in Schools).

Internal verifiers must:
• have a thorough knowledge and understanding of the national occupational standards and NVQ in Supporting Teaching and Learning in Schools.
• Satisfy the qualification requirements specified by the regulatory authorities; internal verifiers must hold the D34 unit; or hold or be working towards the V1 unit. Unqualified internal verifiers have eighteen months to achieve the V1 qualification, during which time they must be supported by a qualified internal verifier throughout their training period.
• Have a thorough knowledge of the schools sector and its settings, including current legislative and regulatory requirements, codes of practice and guidance within the home country where assessment is taking place.
• Have knowledge of and commitment to the principles and values of the sector, including those of relevant sector for units imported from other areas of practice.
• Provide evidence of continuing professional development to maintain their occupational expertise. This will be monitored and verified by the external verifier.

External Verifier
The occupational expertise requirements for internal verifiers are that they should have had experience of working in the schools sector, in a capacity which involved them making judgements as to the quality of the provision offered, and must be familiar with the demands and opportunities afforded by work within a classroom environment.

External verifiers should have a thorough knowledge and understanding of:
• S/NVQ systems
• assessment methodologies that attest to occupational competence
• the national occupational standards and S/NVQs in Supporting Teaching and Learning in Schools
• the schools sector and its settings, including current legislative and regulatory requirements, codes of practice and guidance within the home country where assessment is taking place
• external verifiers should know and understand and be committed to the content and guidance provided in the current edition of the sector body’s assessment strategy
• external verifiers should satisfy the qualification requirements specified by the regulatory authorities
• external verifiers should provide evidence of continuing professional development to maintain their occupational expertise and for ensuring consistency of assessment across all of the awarding body’s centres.

Expert witnesses
As the scope of activities covered by the new NVQs in Supporting Teaching and Learning in Schools has increased, a single assessor is unlikely to have the occupational expertise to make decisions on candidates' occupational competence for all the units. Expert witnesses are used to supplement the work of assessors, to address any gaps in the technical and occupational competence of assessors, and/or for confidential or sensitive activities that are not appropriate. The expert witness will observe the candidate in a real work activity and this will help the assessor decide whether the candidate has met the performance criteria. The role of the expert witness is to confirm the candidates' ability of undertaking the task.
The expert witness testimony contributes to the assessor’s assessment of the candidate by helping the assessor decide what knowledge and understanding the candidate has demonstrated through their work practice.

Expert witnesses can be drawn from a wide range of people who can attest to performance in the workplace, including line managers and experienced colleagues from inside the school or from other agencies.

Expert witnesses should be able to demonstrate:
- a working knowledge of the relevant national occupational standards
- experience of working at or above the level for which they are attesting competence, or having been responsible for monitoring or managing those who are performing the functions.
- that they have no conflict of interest in the outcome of their evidence.

A qualified assessor must assess the contribution of performance evidence drawn from an expert witness to the overall evidence of competence.

**Witnesses**

There are no specific occupational expertise requirements for witnesses. Witness testimony can provide evidence to establish consistency in a candidate’s practice and/or to evidence events which are difficult to plan to observe. In order that the assessor may make an informed judgement about the contribution of the witness’ testimony to the overall evidence presented for a unit or qualification, a statement of the witness’ status should be included in the candidate’s portfolio of evidence. This can be done by using the Witness Status list (form N/SVQ5) or including it as part of the witness testimony itself. The statement should indicate the relationship between the candidate and the witness and should enable the assessor, by defining the role that the witness has played in the gathering of evidence (ie as colleague, worker from another organisation) to judge the extent of the witness’ knowledge of the National Occupational Standards and understanding of the work roles involved.

**NB:** The use of witness testimony from relatives or those with whom the candidate has a significant personal relationship is not acceptable.

**Continuing Professional Development (CPD) requirements**

City & Guilds expects all those with formal roles in the assessment or verification process to participate in a minimum of two CPD activities per annum. This can be to update vocational skills and knowledge.

This may be achieved in a variety of ways such as attendance at conferences; City & Guilds Quality Improvement Workshops; Centre updating and standardisation events; reading etc. The centre should maintain records of CPD activity on an individual assessor/internal verifier basis, thereby providing evidence for the external verifier.
7 Recording assessment and evidence
7.1 Data protection and confidentiality

Data protection and confidentiality
Data protection and confidentiality must not be overlooked when assessing candidates.

Centres offering this NVQ may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Providing City & Guilds qualifications*.

In addition, the **Training and Development Agency for Schools** assessment strategy requires that centres need to be aware that photographs, images and audiovisual records of children are neither appropriate nor acceptable.

Protecting identity
It is extremely important to protect the identity of individuals (adults or children) encountered by candidates in the work setting, eg children, teachers and general staff.

Confidential information must not be included in candidate portfolios or assessment records. Confidential information should remain in its usual location, and a reference should be made to it in the portfolio or assessment records.

When recording evidence towards this qualification, candidates are expected in particular to protect the identity of individuals, children and young people in their care by disguising their names and that of the placement school.

Images of minors being used as evidence
Photographs and video evidence are acceptable as part of the way a candidate can generate evidence provided they do not include any images of children or young people. However they can provide effective records of work products such as classroom displays and children's work.
Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios). Centres must inform City and Guilds of the decision to use an ePortfolios system (form APU).

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate (see *NVQ Guide for centres and candidates - Recording forms*, available on the City & Guilds website).

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by N/SVQ candidates and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.
## Qualification structure

To achieve the Level 2 N/SVQ in Supporting Teaching and Learning in Schools Candidates must complete all five units in Group A, plus two units from Group B (total seven units)

### Candidates must complete the following five mandatory units:

<table>
<thead>
<tr>
<th>QCA unit reference</th>
<th>City &amp; Guilds Unit no</th>
<th>SSB ref</th>
<th>Unit title</th>
<th>SSB ref for imported units</th>
<th>QCF reference number</th>
</tr>
</thead>
<tbody>
<tr>
<td>R/104/0190</td>
<td>001</td>
<td>STL1</td>
<td>Provide support for learning activities</td>
<td></td>
<td>500/3653/1</td>
</tr>
<tr>
<td>R/103/3384</td>
<td>002</td>
<td>STL2</td>
<td>Support children’s development</td>
<td>CCLD 203</td>
<td>100/5512/5</td>
</tr>
<tr>
<td>L/103/3383</td>
<td>003</td>
<td>STL3</td>
<td>Help to keep children safe</td>
<td>CCLD 202</td>
<td>100/5512/5</td>
</tr>
<tr>
<td>J/103/3382</td>
<td>004</td>
<td>STL4</td>
<td>Contribute to positive relationships</td>
<td>CCLD 201</td>
<td>100/5512/5</td>
</tr>
<tr>
<td>Y/104/0191</td>
<td>005</td>
<td>STL5</td>
<td>Provide effective support for your colleagues</td>
<td></td>
<td>500/3653/1</td>
</tr>
</tbody>
</table>

### Candidates must complete two optional units from the following:

<table>
<thead>
<tr>
<th>D/104/0192</th>
<th>006</th>
<th>STL6</th>
<th>Support literacy and numeracy activities</th>
<th></th>
<th>500/3653/1</th>
</tr>
</thead>
<tbody>
<tr>
<td>H/104/0193</td>
<td>007</td>
<td>STL7</td>
<td>Support the use of information and communication technology for teaching and learning</td>
<td></td>
<td>500/3653/1</td>
</tr>
<tr>
<td>K/104/0194</td>
<td>008</td>
<td>STL8</td>
<td>Use information and communication technology to support pupils’ learning</td>
<td></td>
<td>500/3653/1</td>
</tr>
<tr>
<td>Code</td>
<td>STL</td>
<td>Task Description</td>
<td>Code</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-----</td>
<td>-----------------------------------------------------------------------------------------------------------</td>
<td>----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M/104/0195 009</td>
<td>STL9</td>
<td>Observe and report on pupil performance</td>
<td>500/3653/1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M/103/3389 010</td>
<td>STL10</td>
<td>Support children's play and learning</td>
<td>CCLD 206</td>
<td>100/5512/5</td>
<td></td>
</tr>
<tr>
<td>T/104/0196 011</td>
<td>STL11</td>
<td>Contribute to supporting bilingual/multilingual pupils</td>
<td></td>
<td>500/3653/1</td>
<td></td>
</tr>
<tr>
<td>K/103/3391 012</td>
<td>STL12</td>
<td>Support a child with disabilities or special educational needs</td>
<td>CCLD 209</td>
<td>100/5512/5</td>
<td></td>
</tr>
<tr>
<td>D/102/8690 013</td>
<td>STL13</td>
<td>Contribute to moving and handling individuals</td>
<td>HSC223</td>
<td>100/5919/2</td>
<td></td>
</tr>
<tr>
<td>F/102/8679 014</td>
<td>STL14</td>
<td>Support individuals during therapy sessions</td>
<td>HSC212</td>
<td>100/5919/2</td>
<td></td>
</tr>
<tr>
<td>J/101/7716 015</td>
<td>STL15</td>
<td>Support children and young people's play</td>
<td>PW2</td>
<td>100/2915/1</td>
<td></td>
</tr>
<tr>
<td>L/101/6616 016</td>
<td>STL16</td>
<td>Provide displays</td>
<td>IL 3/10</td>
<td>100/2636/8</td>
<td></td>
</tr>
<tr>
<td>A/104/0197 017</td>
<td>STL17</td>
<td>Invigilate tests and examinations</td>
<td></td>
<td>500/3653/1</td>
<td></td>
</tr>
</tbody>
</table>
9 Relationships to other qualifications

9.1 Key skills

This qualification includes opportunities to develop and practise many of the underlying skills and techniques described in Part A of the standard for each key skills qualification in England, Northern Ireland and Wales.

Where candidates are working towards any key skills alongside this qualification they will need to be registered with City & Guilds for the key skills qualifications.

The ‘signposts’ on the Training and Development Agency for Schools (TDA) website identify the potential for key skills portfolio evidence gathering that can be naturally incorporated into the completion of each unit. Any key skills evidence needs to be separately assessed and must meet the relevant standard defined in the QCA document ‘Key skills qualifications standards and guidance’.

For further information and signposting please visit the website www.tda.gov.uk
10 About the National Occupational Standards (NOS)

10.1 Availability of the NOS

Availability of standards
The units for the qualification follow.

They may also be obtained from the centre resources section of the City & Guilds website at
11 The Units
Unit 001  Provide support for learning activities

Unit summary

Who is this unit for?

This unit is for those who support the teacher in providing learning activities.

What is this unit about?

This unit is about the support provided to the teacher and pupils to ensure effective teaching and learning. It involves agreeing with the teacher what you will do to support planned learning activities, providing the agreed support and giving feedback to the teacher about how well the activity went.

The learning activities may be for individual pupils, groups of pupils or the whole class. However your contribution to supporting the learning activities is likely to involve you working only with individuals or small groups. The learning activities may be delivered in the classroom or any setting where teaching and learning takes place such as field studies, educational visits, extended hours provision and study support arrangements.

This unit contains three elements:

1.1 Support the teacher in planning learning activities
1.2 Support the delivery of learning activities
1.3 Support the teacher in the evaluation of learning activities

Linked units

Unit 006 (STL)  Support literacy and numeracy activities
Unit 008 (STL)  Use information and communication technology to support pupils’ learning
Unit 011 (STL)  Contribute to supporting bilingual/multilingual pupils
Unit 018 (STL)  Support pupils’ learning activities
Unit 023 (STL)  Plan, deliver and evaluate teaching and learning activities under the direction of a teacher
Unit 024 (STL)  Contribute to the planning and evaluation of teaching and learning activities

Place in qualifications

This unit is a mandatory unit in the level 2 NVQ/SVQ in Supporting Teaching and Learning in Schools.

Origin of this unit

This unit is a revised version of unit 2-3 from the National Occupational Standards for Teaching and Classroom Assistants (2001).
Glossary of terms used in this unit

**Difficulties**
potential barriers and hindrances to your providing the required support for the planned learning activities, such as inadequate time or the need for additional expertise and/or development

**Feedback**
providing the teacher with information about:
- the pupils' response to the learning activity
- the materials used
- your contribution to supporting the activity

**Learning activities**
the learning activities planned by the teacher for individual pupils, groups of pupils, or the whole class. The activities may relate to a single lesson or span several lessons, for example, as part of a topic, project or theme. They may be delivered in the classroom or any setting where teaching and learning takes place such as field studies, educational visits, extended hours provision and study support arrangements

**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

**Planning**
deciding with the teacher what you will do, when, how and with which pupils, to ensure that planned learning activities are implemented effectively. The plan may be recorded in writing by the teacher or yourself, or just agreed verbally between you
Unit 001  Provide support for learning activities
Element 1.1  Support the teacher in planning learning activities

Performance criteria

You need to:

P1  offer constructive and timely suggestions as to the support you can provide to a planned learning activity

P2  identify and explain any difficulties you may have in providing the support needed

P3  agree your role in implementing the learning activity

P4  make sure you are adequately prepared for your contribution to the learning activity
Unit 001 Provide support for learning activities
Element 1.2 Support the delivery of learning activities

Performance criteria

You need to:

P1 provide support for the learning activity as agreed with the teacher
P2 obtain and use the agreed learning resources
P3 provide support as needed to enable pupils to follow instructions
P4 make yourself available and easy for pupils to approach for support
P5 use praise, commentary and assistance to encourage pupils to stay on task
P6 monitor pupil response to the learning activities
P7 provide support as needed to enable pupils to complete any follow-up tasks set by the teacher
P8 promptly seek assistance if you experience difficulties in supporting the learning activity as planned
Unit 001  Provide support for learning activities
Element 1.3  Support the teacher in the evaluation of learning activities

Performance criteria

You need to:

P1 offer constructive feedback on the learning activity in discussion with the teacher

P2 identify and explain any difficulties you had in providing the support needed

P3 share your feedback with the teacher at an appropriate time and place, and in a way that maintains effective working relationships

P4 provide relevant information to contribute to the teacher’s records and reports
Unit 001 Provide support for learning activities

Knowledge and understanding

You need to know and understand:

K1 the relationship between your own role and the role of the teacher within the learning environment

K2 your role and responsibilities for supporting pupils’ learning and the implications of this for the sort of support you can provide

K3 the school policies for inclusion and equality of opportunity, and the implication of these for how you work with pupils

K4 your experience and expertise in relation to supporting learning activities and how this relates to the planned activities

K5 the objectives of the learning activities to be supported

K6 the importance of planning and evaluation of learning activities

K7 the basic principles underlying child development and learning; the factors that promote effective learning; and the barriers to effective learning

K8 strategies to use for supporting pupils’ learning as individuals and in groups

K9 school policy on the use of praise, assistance, rewards and sanctions

K10 the sorts of problems that might occur when supporting learning activities and how to deal with these

K11 the importance of working within the boundaries of your role and competence and when you should refer to others

K12 how to give feedback in a constructive manner and in a way that ensures that working relationships are maintained
Unit 001 Provide support for learning activities
Unit evidence requirements

Evidence Requirements for this unit

You must provide your assessor with evidence for all the performance criteria and all the knowledge.

The evidence must be provided in the following ways taking into account any of the special considerations below

Special Considerations

Simulation is not permitted for this unit

The nature of this unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Supporting and Learning Sector.

Required sources of performance and knowledge evidence

Observation is a required assessment method to be used to evidence some part of this unit.

Your assessor will observe you in real work activities and this is likely to provide most of the evidence for the performance criteria in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence

Some performance criteria may be difficult to evidence because they refer to the contingences or infrequently occurring activities or would best be evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and that the consistency of your performance can be established.

- **Expert Witness Testimony:** Your assessor may identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. The identified expert will watch you undertaking real work activities and this will supplement assessor observation.

- **Witness Testimony:** Colleagues, allied professionals, teachers, support staff, parents/carers may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Work Products:** These are non-confidential records made, or contributed to by you.
- **Confidential Records**: These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio.

- **Questioning/Professional Discussion**: Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

- **Original Certificates**: Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and ensure that you have retained and can apply learning to practice.

- **Case Studies, projects, assignments and reflective accounts of your work**: These methods are most appropriately used to cover any outstanding areas in the knowledge requirement for your NVQ. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective/self account to provide some of the performance evidence for this unit.
Unit 002  Support children’s development (CCLD203)

Unit summary

Who is this unit for?

This unit is for those who work in a setting or service whose main purpose is to support the care, learning and development of children and young people in partnership with their families. The unit is suitable for those who assist in a setting, but do not normally have the final responsibility.

What is this unit about?

This unit is about the routine observation of children and young people’s development in everyday work. It is a competence that requires knowledge and understanding of children and young people’s development from 0 to 16 years and the ability to demonstrate competence with the children/young people you are working with. The competence covers observing children/young people, sharing observational findings, contributing to the implementation of activities to support development and contributing to planning to meet children and young people’s needs.

This unit contains four elements:

2.1  Contribute to supporting children’s physical development and skills
2.2  Contribute to supporting children’s emotional and social development
2.3  Contribute to supporting children’s communication and intellectual development
2.4  Contribute to planning to meet children’s development needs

Linked units

Unit 009 (STL)  Observe and report on pupil performance
Unit 010 (STL)  Support children’s play and learning
Unit 029 (STL)  Observe and promote pupil performance and development

Place in qualifications

This unit is a mandatory unit in the level 2 NVQ/SVQ in Supporting Teaching and Learning in Schools.

It is also a mandatory unit in the level 2 NVQ/SVQ in Children’s Care, Learning and Development.

Origin of this unit

This unit is taken from the National Occupational Standards in Children's Care, Learning and Development where it appears as CCLD 203.

This unit is underpinned by the principles and values for the National Occupational Standards in Children’s Care Learning and Development.
### Glossary of terms used in this unit

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Children</strong></td>
<td>children or young people you work with, except where otherwise indicated</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>verbal and non-verbal</td>
</tr>
<tr>
<td><strong>Creative play</strong></td>
<td>this is where children and young people develop and communicate their own ideas, using art, design and technology, making things, music, dance and movement, imaginative play. Children and young people can express their creativity in every area of learning</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>children and young people gaining skills and competence</td>
</tr>
<tr>
<td><strong>Developmental needs</strong></td>
<td>what children and young people require to move forward in their development</td>
</tr>
<tr>
<td><strong>Families</strong></td>
<td>including parents (fathers and mothers) and carers, extended and chosen families who contribute significantly to the well-being of individual children and young people and who may or may not have legal responsibility</td>
</tr>
<tr>
<td><strong>Emotional responses</strong></td>
<td>children and young people's expressions of feelings</td>
</tr>
<tr>
<td><strong>Growth</strong></td>
<td>growing in height and weight</td>
</tr>
<tr>
<td><strong>Formative assessment</strong></td>
<td>initial and ongoing assessment</td>
</tr>
<tr>
<td><strong>Inclusion</strong></td>
<td>a process of identifying, understanding and breaking down barriers to participation and belonging</td>
</tr>
<tr>
<td><strong>Learning</strong></td>
<td>children and young people obtaining new knowledge and understanding about something or acquiring a new skill or changing behaviour as a result of experience</td>
</tr>
<tr>
<td><strong>Mental health</strong></td>
<td>the strength and well-being of our minds</td>
</tr>
<tr>
<td><strong>Observing</strong></td>
<td>take notice, use available senses to find out and learn more about children and young people's development</td>
</tr>
<tr>
<td><strong>Pattern of development</strong></td>
<td>usual rate and sequence of development</td>
</tr>
<tr>
<td><strong>Rate of development</strong></td>
<td>usual timeframe in which development takes place</td>
</tr>
<tr>
<td><strong>Sequence of development</strong></td>
<td>usual order in which development occurs</td>
</tr>
<tr>
<td><strong>Stereotyping</strong></td>
<td>making judgements based on unfair views that you already hold rather than looking at the individual</td>
</tr>
<tr>
<td><strong>Summative assessment</strong></td>
<td>assessment that summarises findings</td>
</tr>
<tr>
<td><strong>Toilet training</strong></td>
<td>sensitively supporting children who are gaining control over their bowel and bladder</td>
</tr>
</tbody>
</table>
Performance criteria

You need to:

P1  pay careful attention to children/young people, observing how they:
   a  move around the setting and co-ordinate their movements
   b  make use of space and large equipment
   c  manipulate and use small equipment

P2  make sure you share and record your findings accurately and in confidence, based on the requirements of your setting

P3  implement activities to support physical development that are appropriate to the age, needs and abilities of the children/young people, to include:
   a  use of large muscles
   b  use of small (fine movement) muscles
   c  using hand/eye co-ordination

P4  give children/young people time and opportunity to practise physical skills
Unit 002  Support children’s development (CCLD203)
Element 2.2  Contribute to supporting children’s emotional and social development

Performance criteria

You need to:

P1  pay careful attention to children/young people, observing how they:
   a  express their feelings and emotions
   b  relate to each other and to adults

P2  encourage children/young people's social development in play and everyday activities

P3  support children/young people's positive behaviour, according to the procedures of the setting, giving praise and encouragement as appropriate according to the child/young person's age, needs and abilities

P4  observe how confidently children/young people participate and make use of available opportunities to encourage children/young people's confidence and self-esteem

P5  encourage children/young people to make choices and take decisions for themselves

P6  provide a positive and encouraging environment

P7  make sure you share and record your findings accurately and in confidence, based on the requirements of your setting
**Unit 002  Support children’s development (CCLD203)**

**Element 2.3  Contribute to supporting children’s communication and intellectual development**

**Performance criteria**

**You need to:**

P1  pay careful attention to children/young people, observing how they:
   a  use play and imagination
   b  concentrate on activities
   c  memorise things
   d  pay attention to what is around them
   e  gain new information
   f  show their creativity

P2  implement activities that support intellectual development as appropriate to the age, needs and abilities of the children/young people

P3  pay careful attention to children/young people, observing how they:
   a  communicate verbally and non-verbally with adults and with each other
   b  use language, including speaking, listening, reading, writing
   c  respond and participate in language activities

P4  implement activities to support communication that are appropriate to the age, needs and abilities of the children/young people

P5  make sure you share and record your findings accurately and in confidence, based on the requirements of your setting
Unit 002 Support children’s development (CCLD203)
Element 2.4 Contribute to planning to meet children’s development needs

Performance criteria

You need to:

P1 consider carefully what you have found out about children/young people through your observations and how your findings can help with assessment and planning for children/young people

P2 participate in the assessment of children/young people’s development

P3 contribute ideas and suggestions to support planning
You need to know and understand:

K1  the purpose of careful observation and noting what children/young people do and how they behave
K2  the importance of checking your observations of children/young people with others
K3  where to refer concerns you may have about children/young people’s development
K4  the importance of confidentiality, data protection and sharing information, according to the procedures of your setting
K5  the role of play in development, ie. children and young people of all ages need to play in order to develop, learn and grow
K6  the kinds of influences that affect children/young people’s development, such as their background, health or environment
K7  children and young people’s development is holistic and each area is interconnected
K8  that children and young people develop at widely different rates, but in broadly the same sequence
K9  a basic outline of the expected pattern of children and young people’s development. The pattern of development includes the order or sequence in which development takes place and the rate of development, to include:
   a  physical development
   b  communication and intellectual development
   c  social, emotional and behavioural development

in each of the age groups:
   d  birth–3 years
   e  3–7 years
   f  7–12 years
   g  12–16 years

Select one of the following age ranges covering the age range you currently work with and provide knowledge evidence for the points listed

K10  how to support children’s development from birth to 3 years. You need to know why and how to:
   a  provide a warm, safe, secure and encouraging environment in partnership with families
   b  make sure all the children you work with can take part equally, including those with disabilities and special educational needs
   c  develop a close and loving relationship with the child, including appropriate physical contact
   d  help the child cope with their feelings, positively encouraging emotional well-being
K11 how to support children's development from 3 to 7 years. You need to know why and how to:

a provide a safe, secure and encouraging environment
b make sure all the children you work with can take part equally, including those with disabilities and special educational needs
c develop close and consistent relationships
d support children's emotional well-being, confidence and resilience
e be realistic, consistent and supportive in your responses to children's behaviour
f allow children to assess and take risks without over- or under-protecting them
g use appropriate activities, materials and experiences to support learning and development
h identify activities and equipment to support children's play, creativity and learning, including how these are used to best effect
i support children's interest in numbers, counting, sorting and matching
j play with and alongside the child, sensitively supporting their play
k use every opportunity to encourage children's communication and language development, such as talking, listening, making eye contact, singing, rhymes, and stories
l support children's communication in bilingual or multilingual settings
m support children's interest in reading, mark making and writing
n contribute to an environment that supports children's physical skills and confidence in movement

K12 how to support children's development from 7 to 12 years. You need to know why and how to:

Level 2 NVQ in Supporting Teaching and Learning in Schools (7329)
a. provide a safe and encouraging environment
b. make sure that all children you work with can take part equally, including those with disabilities and special educational needs
c. give meaningful praise and encouragement
d. support emotional well-being, confidence and resilience
e. be a listening ear when needed
f. stand back and allow children to assess, take risks and face challenges for themselves, according to their abilities, needs and stage of development
g. provide opportunities for exploration and different experiences
h. identify activities and equipment to support children’s play, creativity and learning, including how these are used to best effect
i. use every opportunity to encourage children’s communication, literacy and language development
j. contribute to an environment that supports children’s physical skills and confidence in movement
k. recognise and acknowledge children’s particular needs as they enter puberty

K13. how to support young people’s development from 12 to 16 years. You need to know why and how to:

a. provide an encouraging and safe environment that recognises approaching adulthood
b. make sure that all young people you work with can take part equally, including those with disabilities and special educational needs
c. give meaningful praise and encouragement
d. support emotional well-being, confidence and resilience
e. support opportunities for children to assess and take risks and face challenges, according to their abilities, needs and stage of development
f. be a listening ear when needed
g. support young people’s development and learning by encouraging exploration and different types of experience
h. encourage positive communication, being available to support, listen and encourage
i. encourage creativity
j. recognise and acknowledge children’s particular needs as they go through puberty and adolescence and become adults
k. contribute to an environment that supports young people’s physical skills and confidence in movement
l. provide information for young people, when requested, about things that concern them

K14. support children/young people through transitions in their lives, for example:

a. children aged 0 to 3 years coming into daycare, changing rooms, leaving parents
b. children aged 3 to 7 years as they move between different settings and into school
c. children aged 7 to 12 years as they move between different settings, such as moving to a new school
young people aged 12 to 16 years for change, personal growth and moving on
**Unit 002  Support children’s development (CCLD203)**

Evidence requirements

**Evidence Requirements for this unit**

You must provide your assessor with evidence for all the performance criteria and all the knowledge.

The evidence must be provided in the following ways taking into account any of the special considerations below:

**Special Considerations**

Simulation is **not permitted** for this unit.

The nature of this unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Supporting and Learning Sector.

**Required sources of performance and knowledge evidence**

Observation is a **required** assessment method to be used to evidence some part of this unit.

Your assessor will observe you in real work activities and this is likely to provide most of the evidence for the performance criteria in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence**

Some performance criteria may be difficult to evidence because they refer to the contingences or infrequently occurring activities or would best be evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and that the consistency of your performance can be established.
• **Expert Witness Testimony:** Your assessor may identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. The identified expert will watch you undertaking real work activities and this will supplement assessor observation.

• **Witness Testimony:** Colleagues, allied professionals, teachers, support staff, parents/carers may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

• **Work Products:** These are non-confidential records made, or contributed to by you.

• **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio.

• **Questioning/Professional Discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

• **Original Certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and ensure that you have retained and can apply learning to practice.

• **Case Studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement for your NVQ. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective/self account to provide some of the performance evidence for this unit.
Unit 003  Help to keep children safe (CCLD202)
Unit summary

Who is this unit for?

This unit is for those who work in a setting or service whose main purpose is to support the care, learning and development of children and/or young people. The unit is suitable for you if you assist in a setting, but do not normally have the final responsibility. You will have day-to-day responsibility for maintaining a safe environment, contributing to the safety, safeguarding and protection of children/young people and ensuring risks and hazards are dealt with and reported promptly according to procedures.

What is this unit about?

This unit is about keeping children and young people safe during day-to-day work activities. The unit covers responding to accidents, emergencies and illness, and requires familiarity with and the ability to set in motion safety, safeguarding and welfare procedures, according to the policies and procedures of the setting.

This unit contains four elements:

3.1 Prepare and maintain a safe environment
3.2 Deal with accidents, emergencies and illness
3.3 Support the safeguarding of children from abuse
3.4 Encourage children’s positive behaviour

Linked units

Unit 031 (STL) Prepare and maintain the learning environment
Unit 046 (STL) Work with young people to safeguard their welfare
Unit 059 (STL) Escort and supervise pupils on educational visits and out-of-school activities

Place in qualifications

This unit is a mandatory unit in the level 2 and level 3 NVQ/SVQ in Supporting Teaching and Learning in Schools.

It is also a mandatory unit in the level 2 NVQ/SVQ in Children’s Care, Learning and Development.

Origin of this unit

This unit is taken from the National Occupational Standards in Children’s Care, Learning and Development where it appears as unit CCLD 202.

This unit is underpinned by the principles and values for the National Occupational Standards in Children’s Care Learning and Development.
### Glossary of terms used in this unit

<table>
<thead>
<tr>
<th>Term</th>
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</thead>
<tbody>
<tr>
<td><strong>Accidents</strong></td>
<td>unforeseen events without apparent cause</td>
</tr>
<tr>
<td><strong>Boundaries</strong></td>
<td>limits</td>
</tr>
<tr>
<td><strong>Children and young people</strong></td>
<td>children and young people who you work with, except where otherwise stated</td>
</tr>
<tr>
<td><strong>Environment</strong></td>
<td>the place, setting or service where you work with children (can be outside the premises, if part of your work)</td>
</tr>
<tr>
<td><strong>Hazards</strong></td>
<td>something likely to cause harm</td>
</tr>
<tr>
<td><strong>Manufacturer's instructions</strong></td>
<td>information or instructions for use</td>
</tr>
<tr>
<td><strong>Outings</strong></td>
<td>visits outside the setting</td>
</tr>
<tr>
<td><strong>Personal hygiene practices</strong></td>
<td>keeping clean, eg. hand washing after using toilet, before food or cooking activity, cleaning teeth after meals</td>
</tr>
<tr>
<td><strong>Procedures of setting</strong></td>
<td>steps your setting says you must follow</td>
</tr>
<tr>
<td><strong>Positive behaviour</strong></td>
<td>behaviour that is welcomed and supports and affirms children</td>
</tr>
<tr>
<td><strong>Qualified assistance</strong></td>
<td>designated first aid officer or other designated person with responsibility for health and safety according to the circumstances</td>
</tr>
<tr>
<td><strong>Risk</strong></td>
<td>the seriousness of a hazard and its likelihood to cause harm</td>
</tr>
<tr>
<td><strong>Safeguarding</strong></td>
<td>includes protecting children from abuse and neglect alongside supporting their welfare</td>
</tr>
<tr>
<td><strong>Waste</strong></td>
<td>unwanted materials, soiled clothing, body fluids, dressings, cleaning cloths</td>
</tr>
</tbody>
</table>
Unit 003 Help to keep children safe (CCLD202)
Element 3.1 Prepare and maintain a safe environment

Performance criteria

You need to:

P1 use equipment, furniture and materials safely, conforming to the manufacturers' instructions and setting requirements

P2 check the environment, materials and equipment to ensure hygiene and safety at the start of, during and at the end of the session, reporting faults promptly

P3 recognise potential hazards in the setting and deal with these promptly, according to procedures

P4 deal with waste safely, according to the procedures of the setting

P5 supervise children/young people's safety appropriately and consistently, according to their age, needs and abilities

P6 encourage children/young people to be aware of personal safety and the safety of others

P7 encourage children/young people to develop good personal hygiene practices

P8 implement safety and security procedures at the start of the day/session and when children/young people leave
Unit 003  Help to keep children safe (CCLD202)
Element 3.2  Deal with accidents, emergencies and illness

Performance criteria

You need to:

P1  remain calm and follow your organisation’s procedures for accidents and emergencies, according to your role and responsibility

P2  call for qualified assistance as appropriate to the incident

P3  maintain the safety of the people involved

P4  provide reassurance and comfort to the people involved

P5  recognise when children/young people are ill and follow procedures

P6  follow reporting and recording procedures
You need to:

P1 at all times follow the policies and procedures of your setting with regard to safeguarding and protecting children/young people

P2 report any signs and indicators of possible abuse, being sensitive to the child/young person and circumstances

P3 identify, report and record changes in behaviour and physical signs

P4 respond calmly and promptly to a child/young person’s disclosure of abuse in a reassuring and supportive manner and according to the policies and procedures of the setting

P5 make clear to the child/young person that other people appropriate to the situation will have to be made aware of their disclosure

P6 encourage children/young people to be aware of their bodies and to protect themselves
Unit 003 Help to keep children safe (CCLD202)
Element 3.4 Encourage children's positive behaviour

Performance criteria

You need to:

P1 support and encourage children/young people's positive behaviour, according to the policies and procedures of the setting

P2 praise and encourage children/young people

P3 allow children/young people to make choices

P4 work with children/young people to apply rules and boundaries consistently, appropriately and fairly, according to their age, needs and abilities

P5 deal sensitively with behaviour that challenges, according to the policies and procedures of the setting

P6 make sure your behaviour with children/young people is appropriate and respectful at all times
Unit 003 Help to keep children safe (CCLD202)
Knowledge and understanding

You need to know and understand:

K1 setting's safety, safeguarding and protection and emergency procedures, what these are and why they must be followed, including controls on substances harmful to health and other key aspects of health and safety

K2 the laws governing safety in your home country, including the general responsibility for health and safety that applies to all colleagues and to employers

K3 the duty of all within the sector to safeguard children, including the difficulties in situations where your concerns may not be seen to be taken seriously or followed through when following normal procedures

K4 regulations covering manual handling and the risks associated with lifting and carrying children

K5 safety factors and recognised standards of equipment and materials for children. Importance of using equipment that is appropriate for the age, needs and abilities of the child. The importance of following manufacturers' guidelines

K6 routine safety checking and maintenance of equipment. Safe storage of hazardous materials and disposal of waste

K7 safe layout and organisation of rooms, equipment, materials and outdoor spaces

K8 how to adapt the environment to ensure safety for children and young people, according to their age, needs and abilities and taking into account disabilities or special educational needs, eg. keeping the floor tidy to limit hazards for children/young people with visual difficulties

K9 when and how to use safety equipment such as safety gates, socket covers, window and drawer catches, cooker guards, safety harnesses. Safety in respect of animals, plants, sand pits and outdoor spaces

K10 good hygiene practice: avoiding of cross infection, disposal of waste, food handling, handling body fluids. Issues concerning spread of HIV and AIDS virus and hepatitis

K11 familiarity with adult/child ratio requirements, according to regulatory and setting requirements

K12 how to supervise children/young people safely, modifying your approach according to their age, needs and abilities. The balances between safety and risk, and challenge and protection for children and young people
K13 policies and procedures of setting for responding to and recording accidents and emergencies. Basic first aid required in an emergency and how to apply it, recognition of and response to choking, unconsciousness, breathing difficulties, bleeding, anaphylactic shock, burns. Awareness of location and contents of first aid box. How to treat common minor injuries that may be dealt with on site, such as minor skin abrasions, cuts, bumps

K14 the importance of following instructions about children’s diets carefully to avoid known allergic reactions, how you would recognise allergic reactions

K15 policies and procedures of setting to deal with children/young people's illness. How to recognise when children/young people are ill, including when they cannot communicate, eg. fever, rashes, headache, crying and breathlessness

K16 the emergency procedures within settings and the types of possible emergency. This must include:
   a procedures for fires
   b security incidents
   c missing children or persons

K17 types and possible signs and indicators of child abuse: physical, emotional, sexual abuse, bullying and harassment, neglect and failure to thrive not based on illness. This must include:
   a behavioural changes such as regression, withdrawal, excessive attention seeking, aggression and negative behaviour
   b physical indicators such as unlikely bruising, burns, marks, genital irritation or damage, hunger, being dirty, lack of health care

K18 recognition that social factors, eg. substance abuse, may increase a child's vulnerability to abuse

K19 safe working practices that protect children/young people and adults who work with them

K20 ways to encourage children/young people to be aware of their own bodies and understand their right not to be abused, according to their age, needs and abilities. These may include:
   a use of appropriate descriptive language
   b activities involving discussion about their own bodies

K21 the importance of consistently and fairly applied boundaries and rules for children/young people's behaviour, according to their age, needs and abilities, and the avoidance of stereotyping

K22 how to respond to children/young people's challenging behaviour, according to their age, needs and abilities and in line with the policies and procedures of the setting

K23 the importance of encouraging and rewarding positive behaviour

K24 safety issues and concerns when taking children/young people out of the setting

K25 the legislation, guidelines and policies which form the basis for action to safeguard children and young people
Unit 003  Help to keep children safe (CCLD 202)
Unit evidence requirements

Evidence Requirements for this unit

You must provide your assessor with evidence for all the performance criteria and all the knowledge.

The evidence must be provided in the following ways taking into account any of the special considerations below

Special Considerations

Simulation is permitted for the following elements.

3.2 Deal with accidents, emergencies and illness - simulation may be used for the entire element if necessary. Ideally the simulated activity should take place within the school, eg fire drill or role play dealing with an accident or intruder.

3.3 Support the safeguarding of children from abuse – simulation cannot be used as the sole source of evidence for this element. Expert witnesses could supply additional evidence. Simulation through role play could be used for performance criteria P2-P5. Alternatively evidence of prior learning through a recognised training programme might provide relevant evidence.

The nature of this unit means that most of your evidence must come from real work activities. Simulation may be used, however, as long as it meets the criteria for its use. You will find further information on this in the assessment guidance for this N/SVQ qualification.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Supporting and Learning Sector.

Required sources of performance and knowledge evidence

Observation is a required assessment method to be used to evidence some part of this unit.

Your assessor will observe you in real work activities and this is likely to provide most of the evidence for the performance criteria in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence

Some performance criteria may be difficult to evidence because they refer to the contingences or infrequently occurring activities or would best be evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and that the consistency of your performance can be established.
• **Expert Witness Testimony:** Your assessor may identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. The identified expert will watch you undertaking real work activities and this will supplement assessor observation.

• **Witness Testimony:** Colleagues, allied professionals, teachers, support staff, parents/carers may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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• **Questioning/Professional Discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

• **Original Certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and ensure that you have retained and can apply learning to practice.

• **Case Studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement for your NVQ. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective/self account to provide some of the performance evidence for this unit.
Unit 004 Contribute to positive relationships (CCLD 201)

Unit summary

Who is this unit for?

This unit is for those who work in a setting or service whose main purpose is to support the care, learning and development of children and young people. This unit is for those who assist in work with children and adults.

What is this unit about?

This unit is about interacting with and responding positively to children, young people and adults. It includes verbal and non-verbal communication skills involved when working with children and young people, and when dealing with adults, together with the importance of valuing people equally.

This unit contains four elements:

4.1 Interact with and respond to children
4.2 Interact with and respond to adults
4.3 Communicate with children
4.4 Communicate with adults

Linked units

Unit 005 (STL) Provide effective support for your colleagues
Unit 020 (STL) Develop and promote positive relationships
Unit 060 (STL) Liaise with parents, carers and families
Unit 062 (STL) Develop and maintain working relationships with other practitioners

This unit also links to all units involving interactions with children, young people and/or adults.

Place in qualifications

This unit is a mandatory unit in the level 2 NVQ/SVQ in Supporting Teaching and Learning in Schools.

It is also a mandatory unit in the level 2 NVQ/SVQ in Children’s Care, Learning and Development.

Origin of this unit

This unit is taken from the National Occupational Standards in Children’s Care, Learning and Development where it appears as CCLD 201.

This unit is underpinned by the principles and values for the National Occupational Standards in Children’s Care Learning and Development.
### Glossary of terms used in this unit

| **Adults** | adults you meet at work. This will vary according to your role and responsibility, but may include one or more of: colleagues, visitors to the setting and members of children/young people's families |
| **Children and young people** | children and young people who you work with, except where otherwise stated |
| **Listen** | paying attention to what the child/young person or adult is communicating in order to respond appropriately. Listening includes negotiated and agreed alternative methods of communication in situations where there may be hearing difficulties |
| **Language** | includes signing, symbols and other non-verbal language |
| **Positive relationships** | relationships that benefit the children/young people and the children/young people's ability to participate in and benefit from the setting |
Unit 004  Contribute to positive relationships (CCLD 201)
Element 4.1  Interact with and respond to children

Performance criteria

You need to:

P1  show children/young people you are paying attention and listening to them

P2  use a considerate and sympathetic approach whilst paying attention and listening to children/young people

P3  allow children/young people to express themselves in their own time, using their own words or alternative communication

P4  ensure that all children/young people are allowed to express themselves and are acknowledged

P5  accept and acknowledge children/young people's expression of feelings

P6  ask children/young people questions to confirm your understanding of their language and expressions
Unit 004  Contribute to positive relationships (CCLD 201)
Element 4.2  Interact with and respond to adults

Performance criteria

You need to:

P1  give adults your full attention when they are communicating with you

P2  demonstrate that you have understood them

P3  respond confidently, in a way which shows you have listened to their views with care and attention

P4  clarify any misunderstandings

P5  make suggestions and give information when requested
Unit 004  Contribute to positive relationships (CCLD 201)
Element 4.3  Communicate with children

Performance criteria

You need to:

P1 communicate clearly, in ways that the child/young person will understand

P2 use language and actions that show children/young people that their views, feelings and opinions have been listened to with care and attention

P3 help children/young people to express their needs and make choices

P4 demonstrate your understanding of children/young people’s preferred ways of communicating

P5 encourage children/young people to use different communication methods

P6 model positive communication skills for children/young people
Unit 004        Contribute to positive relationships (CCLD 201)
Element 4.4    Communicate with adults

Performance criteria

You need to:

P1    approach adults with courtesy and respect, using preferred names
P2    value adults’ individual needs and preferences
P3    exchange information with adults in line with agreed practice
P4    use communication methods that are appropriate to adults
P5    adapt the ways in which you communicate when difficulties are experienced
Unit 004 Contribute to positive relationships (CCLD 201)
Knowledge and understanding

You need to know and understand:

K1 the importance of giving children and young people full attention when listening to them and how you demonstrate this through body language, facial expression, speech and gesture

K2 why it is important to give all children and young people the opportunity to be heard and how you do this in a group

K3 an outline of how children and young people's communication skills develop within the age range 0–16 years

K4 why it is important to give children and young people sufficient time to express themselves in their own words

K5 why it is important to help children and young people make choices and how you can assist them to do this

K6 the key features of effective communication and why it is important to model this when interacting with adults, children and young people

K7 the main differences between communicating with adults and communicating with children and young people

K8 how to demonstrate that you value adults’ views and opinions and why it is important to the development of positive relationships

K9 communication difficulties that may exist and how these can be overcome

K10 how to cope with disagreements with adults

K11 why it is important to reassure adults of the confidentiality of shared information and the limits of this

K12 organisational policy regarding information exchange

K13 the importance of communicating positively with children, young people and families

K14 how children and young people’s ability to communicate can affect their behaviour
Evidence Requirements for this unit:
You must provide your assessor with evidence for all the performance criteria and all the knowledge.

The evidence must be provided in the following ways taking into account any of the special considerations.

Special Considerations:
Simulation is not permitted for this unit

The nature of this unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the Supporting and Learning Sector.

Required sources of performance and knowledge evidence:
Observation is the required assessment method to be used to evidence some part of each element in this unit. Expert witnesses could supply additional evidence.

Your assessor will observe you in real work activities and this is likely to provide most of the evidence for the performance criteria in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:
Some performance criteria may be difficult to evidence because they refer to the contingences or infrequently occurring activities or would best be evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and that the consistency of your performance can be established.
Unit 004  Contribute to positive relationships (CCLD 201)

- **Expert witness testimony:** Your assessor may identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. The identified expert will watch you undertaking real work activities and this will supplement assessor observation.

- **Witness Testimony:** Colleagues, allied professionals, teachers, support staff, parents/carers may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Work products:** These are non-confidential records made, or contributed to by you.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio.

- **Questioning/Professional Discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful in providing evidence to show you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

- **Original Certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and ensure that you have retained and can apply learning to practice.

- **Case Studies, projects, assignments and reflective / candidate accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement for your NVQ. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit.
Unit 005 Provide effective support for your colleagues

Unit summary

Who is this unit for?
This unit is for those who work with others to support teaching and learning in schools. It covers your role in contributing to effective teamwork and improving your own performance.

What is this unit about?
This unit is about being an effective member of the school staff. It involves working effectively with colleagues and taking an active role in developing your own skills and expertise.

This unit contains two elements:
5.1 Maintain working relationships with colleagues
5.2 Develop your effectiveness in a support role

Linked units
Unit 004 (STL) Contribute to positive relationships
Unit 020 (STL) Develop and promote positive relationships
Unit 021 (STL) Support the development and effectiveness of work teams
Unit 022 (STL) Reflect on and develop practice
Unit 062 (STL) Develop and maintain working relationships with other practitioners

Place in qualifications
This unit is a mandatory unit in the level 2 NVQ/SVQ in Supporting Teaching and Learning in Schools.

Origin of this unit
This unit is a revised version of unit 2-4 from the National Occupational Standards for Teaching and Classroom Assistants (2001).
Unit 005 Provide effective support for your colleagues

Glossary of terms used in this unit

<table>
<thead>
<tr>
<th><strong>Colleagues</strong></th>
<th>people with whom you work on a regular or occasional basis, for example:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• teachers</td>
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<tr>
<td></td>
<td>• other learning support staff</td>
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<td></td>
<td>• other adults working in the school as employed staff or voluntary helpers</td>
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<td></td>
<td>• people from outside the school such as educational psychologists, speech and language therapists, local authority advisers</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Confidentiality</strong></th>
<th>only providing information to those who are authorised to receive it</th>
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<table>
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<tr>
<th><strong>Development opportunities</strong></th>
<th>the people, resources and other opportunities available to you to help you develop your skills, for example:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• training programmes</td>
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<td></td>
<td>• mentor</td>
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<td></td>
<td>• coaching</td>
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<tr>
<td></td>
<td>• learning resources such as computer-based programmes, books, open and distance learning programmes</td>
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<tr>
<td></td>
<td>• support networks within the school or across schools</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Personal development objectives</strong></th>
<th>your agreed priorities for learning and development including, where relevant, personal ICT skills</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Support</strong></th>
<th>the time, resources and advice that you give to colleagues and their activities and those that colleagues give to you and your activities</th>
</tr>
</thead>
</table>
Unit 005  Provide effective support for your colleagues
Element 5.1  Maintain working relationships with colleagues

**Performance criteria**

**You need to:**

P1 provide consistent and effective support for colleagues in line with the requirements and responsibilities of your role

P2 communicate openly and honestly with your colleagues

P3 meet your commitments to colleagues effectively and in accordance with your overall work priorities

P4 keep your colleagues informed about aspects of your work and schedule which may affect the support you can offer them

P5 contribute suggestions, ideas and information to benefit colleagues and improve team working

P6 address and handle in a constructive manner any issues in your relationship with colleagues which can be resolved by your own actions

P7 seek appropriate advice and guidance in dealing with any issues in your working relationships which cannot be resolved

P8 comply with all requirements and expectations for confidentiality of information
Unit 005 Provide effective support for your colleagues
Element 5.2 Develop your effectiveness in a support role

Performance criteria

You need to:

P1 maintain an up-to-date understanding of the requirements of your role and responsibilities

P2 reflect on your practice to identify achievements, strengths and weaknesses

P3 seek and take account of constructive feedback on your performance from competent others

P4 take an active part in identifying and agreeing personal development objectives which are:
   a specific
   b measurable
   c achievable
   d realistic
   e time-related

P5 undertake agreed development actions conscientiously and within the required timescale

P6 make effective use of the development opportunities available to you
Unit 005 Provide effective support for your colleagues
Knowledge and understanding

You need to know and understand:

K1 school expectations and requirements about your role and responsibilities as set out in your job description

K2 the roles and responsibilities of colleagues with whom you work and how these relate to your own role and responsibilities

K3 basic principles underlying effective communication, inter-personal and collaborative skills

K4 the lines and methods of communication that apply within the school setting

K5 the meetings and consultation structures within the school

K6 school expectations and procedures for fostering good working relationships, promoting team work and partnerships with colleagues

K7 the differences between work relationships and personal relationships and how work relationships can be maintained effectively

K8 why team discussions are important and why you should contribute constructively to them

K9 the importance of respecting the skills and expertise of other practitioners

K10 why it is important to continuously improve your own work

K11 how to reflect on and evaluate your own work

K12 the importance of taking feedback from colleagues into account when evaluating your own practice

K13 the formal and informal staff appraisal/performance review opportunities available to you and how you can contribute to and benefit from these

K14 the sorts of development opportunities available to you and how to access these
Evidence Requirements for this unit

You must provide your assessor with evidence for all the performance criteria and all the knowledge.

The evidence must be provided in the following ways taking into account any of the special considerations below

Special Considerations

Simulation is permitted for the following element.

5.1 Maintain working relationships with colleagues – Questioning and professional discussion or simulation can be used as evidence for performance criterion P6 of this element. Evidence obtained through questioning or professional discussion of real events must be treated as strictly confidential. Your assessor should provide a written record of the assessment outcomes of questioning or professional discussion but details of the actual discussion should not be included in your portfolio.

The nature of this unit means that most of your evidence must come from real work activities. Simulation may be used, however, as long as it meets the criteria for its use. You will find further information on this in the assessment guidance for this N/SVQ qualification.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Supporting and Learning Sector.

Required sources of performance and knowledge evidence

Observation is a required assessment method to be used to evidence some part of this unit.

Your assessor will observe you in real work activities and this is likely to provide most of the evidence for the performance criteria in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence

Some performance criteria may be difficult to evidence because they refer to the contingences or infrequently occurring activities or would best be evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and that the consistency of your performance can be established.
• **Expert Witness Testimony:** Your assessor may identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. The identified expert will watch you undertaking real work activities and this will supplement assessor observation.

• **Witness Testimony:** Colleagues, allied professionals, teachers, support staff, parents/carers may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

• **Work Products:** These are non-confidential records made, or contributed to by you.

• **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio.

• **Questioning/Professional Discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

• **Original Certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and ensure that you have retained and can apply learning to practice.

• **Case Studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement for your NVQ. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective/self account to provide some of the performance evidence for this unit.
Unit 006  Support literacy and numeracy activities

Unit summary

Who is this unit for?

This unit is for those who provide support for literacy and numeracy activities. It covers the support given to pupils to make sure they are able to contribute to, and benefit from, learning activities designed to promote literacy or numeracy development.

What is this unit about?

This unit is about working under the direction of the teacher to help pupils to participate in whole class, group and individual learning activities for literacy/numeracy development. It involves discussing with the teacher how the learning activities are to be organised, and what your particular role will be, providing the agreed support and giving feedback to the teacher about how well the activities went and how the pupil(s) responded to them.

This unit contains two elements:

6.1 Support pupils with activities to develop literacy skills
6.2 Support pupils with activities to develop numeracy skills

Linked units

Unit 001 (STL)  Provide support for learning activities
Unit 002 (STL)  Support children’s development
Unit 010 (STL)  Support children’s play and learning
Unit 011 (STL)  Contribute to supporting bilingual/multilingual pupils
Unit 025 (STL)  Support literacy development
Unit 026 (STL)  Support numeracy development
Unit 033 (STL)  Provide literacy and numeracy support to enable pupils to access the wider curriculum

Place in qualifications

This unit is an optional unit in the level 2 NVQ/SVQ in Supporting Teaching and Learning in Schools.

Origin of this unit

This unit is a revised version of unit 2-5 from the National Occupational Standards for Teaching and Classroom Assistants (2001).
# Unit 006  Support literacy and numeracy activities

## Glossary of terms used in this unit

<table>
<thead>
<tr>
<th><strong>Literacy</strong></th>
<th>literacy unites the important skills of reading, writing, speaking/talking and listening</th>
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<tr>
<td><strong>Numeracy</strong></td>
<td>a proficiency which involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which information is gathered, by counting and measuring, and is presented in graphs, diagrams and tables</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>using strategies and techniques for promoting pupils’ learning, for example:</td>
</tr>
<tr>
<td></td>
<td>• prompting shy or reticent pupils</td>
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<tr>
<td></td>
<td>• translating or explaining words and phrases</td>
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<td></td>
<td>• reminding pupils of teaching points made by the teacher</td>
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<td></td>
<td>• modelling correct use of language and vocabulary</td>
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<tr>
<td></td>
<td>• ensuring that pupils understand and follow the teacher’s instructions</td>
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<tr>
<td></td>
<td>• helping pupils to use resources relevant to the learning activity</td>
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<tr>
<td><strong>Pupils</strong></td>
<td>the pupils you work with when working:</td>
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<td></td>
<td>• on their own</td>
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<td></td>
<td>• in small groups</td>
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<td></td>
<td>• as part of a class group</td>
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</table>
Unit 006  Support literacy and numeracy activities
Element 6.1  Support pupils with activities to develop literacy skills

Performance criteria

You need to:

P1  obtain information from the teacher about:
    a  the teaching and learning objectives of the activity
    b  the literacy needs of the pupils you will be working with
    c  individual learning targets for the pupils
    d  your role in supporting the learning activity

P2  support pupils in activities to develop their:
    a  reading skills
    b  writing skills
    c  speaking/talking and listening skills

P3  offer the required types of support as and when needed by the pupils

P4  give encouragement and feedback using language and vocabulary which the pupils are likely to understand

P5  seek assistance if you experience difficulties in supporting the learning activity as planned

P6  provide the teacher with relevant feedback on:
    a  the progress of the activity
    b  the pupils’ response to the activity
    c  progress in meeting learning targets
Unit 006  Support literacy and numeracy activities
Element 6.2  Support pupils with activities to develop numeracy skills

Performance criteria

You need to:

P1  obtain information from the teacher about:
   a  the teaching and learning objectives of the activity
   b  the numeracy needs of the pupils you will be working with
   c  individual learning targets for the pupils
   d  your role in supporting the learning activity

P2  support pupils in a range of activities to develop different numeracy skills as defined by the relevant curriculum or framework for your country

P3  offer the required types of support as and when needed by the pupils

P4  give encouragement and feedback using language and vocabulary which the pupils are likely to understand

P5  use, and encourage pupils to use, the appropriate mathematical vocabulary

P6  seek assistance if you experience difficulties in supporting the learning activity as planned

P7  provide the teacher with relevant feedback on:
   a  the progress of the activity
   b  the pupils’ response to the activity
   c  progress in meeting learning targets
Unit 006  Support literacy and numeracy activities
Knowledge and understanding

You need to know and understand:

K1 the school policies for mathematics and English, Welsh or language as appropriate to the setting

K2 the literacy and numeracy skills expected of the pupils with whom you work

K3 how pupils develop reading, writing, speaking/talking and listening skills, and the factors that promote and hinder effective learning

K4 the interactive use of speaking/talking, listening, reading and writing to promote literacy development in pupils

K5 how pupils develop mathematical skills and the factors that promote and hinder effective learning

K6 the nature of any special educational needs or additional support needs of pupils with whom you work and the implications of these for helping them to develop:
   a language and literacy skills
   b mathematical knowledge, understanding and skills

K7 how to encourage and support bilingual pupils to participate in learning activities to develop literacy and numeracy skills

K8 the strategies and resources used at your school for developing pupils’:
   a reading skills
   b writing skills
   c speaking/talking and listening skills
   d mathematical knowledge, understanding and skills

K9 how to use praise and assistance to maintain the pupils’ interest in and enthusiasm for understanding and using the full range of literacy and numeracy skills

K10 the sorts of problems that might occur when supporting literacy and numeracy activities with individuals and groups

K11 the importance of working within the boundaries of your role and competence and when you should refer to others
Unit 006 Support literacy and numeracy activities
Unit evidence requirements

Evidence Requirements for this unit

You must provide your assessor with evidence for all the performance criteria and all the knowledge.

The evidence must be provided in the following ways taking into account any of the special considerations below

Special Considerations

Simulation is not permitted for this unit

The nature of this unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Supporting and Learning Sector.

Required sources of performance and knowledge evidence

Observation is a required assessment method to be used to evidence some part of this unit.

Your assessor will observe you in real work activities and this is likely to provide most of the evidence for the performance criteria in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence

Some performance criteria may be difficult to evidence because they refer to the contingences or infrequently occurring activities or would best be evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and that the consistency of your performance can be established.
**Unit 006  Support literacy and numeracy activities**

- **Expert Witness Testimony:** Your assessor may identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. The identified expert will watch you undertaking real work activities and this will supplement assessor observation.

- **Witness Testimony:** Colleagues, allied professionals, teachers, support staff, parents/carers may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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- **Original Certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and ensure that you have retained and can apply learning to practice.

- **Case Studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement for your NVQ. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective/self account to provide some of the performance evidence for this unit.
Unit 007  Support the use of information and communication technology for teaching and learning

Unit summary

Who is this unit for?
This unit is for those who help with the setting up and use of ICT resources to support teaching and learning.

What is this unit about?
This unit is about making sure that ICT resources are available and ready to use when required and helping the teacher and/or pupils to use the resources safely and effectively.

This unit contains two elements:

7.1 Prepare ICT resources for use in teaching and learning
7.2 Support the use of ICT resources for teaching and learning

Linked units

Unit 008 (STL) Use information and communication technology to support pupils’ learning
Unit 056 (STL) Monitor and maintain curriculum resources

Place in qualifications

This unit is an optional unit in the level 2 NVQ/SVQ in Supporting Teaching and Learning in Schools.

Origin of this unit

This unit is a revised version of unit 3-17 from the National Occupational Standards for Teaching and Classroom Assistants (2001).
Unit 007  Support the use of information and communication technology for teaching and learning

Glossary of terms used in this unit

Checking the availability  making sure that ICT resources are both functional and available when and where required. This may necessitate booking equipment that is shared across a number of classrooms in the school or checking equipment that is kept within the classroom for use as required.

ICT resources  a range of different equipment and technological devices, such as programmable toys, telephones, videos, timers, keyboards, keypads, computers, software, digital cameras, interactive whiteboards. The use of learning technologies in schools is changing rapidly and these standards are intended to encompass new and emerging technologies as they become available.

ICT skills  the ability to operate ICT resources safely and effectively as a learning resource. In helping pupils to develop skills in the use of ICT, you will be helping them to develop:

- basic user skills
- the use of appropriate software packages
- skills in accessing and using learning programmes
- ways of accessing information
- their use of electronic communication
Unit 007  Support the use of information and communication technology for teaching and learning

Element 7.1  Prepare ICT resources for use in teaching and learning

Performance criteria

You need to:

P1  confirm the requirements for ICT resources with the teacher

P2  check the availability of the required ICT resources and promptly inform the teacher of any problems with obtaining the resources needed

P3  follow the manufacturers' and safety instructions for setting up ICT resources

P4  make sure that there is ready access to accessories, consumables and information needed to use ICT resources effectively

P5  confirm that the ICT equipment and software are appropriate for the pupils

P6  check that the equipment is switched on, ready and safe for use when needed

P7  check and maintain screening devices to prevent access to unsuitable material via the internet when appropriate

P8  promptly report any faults with ICT resources to both the teacher and the person responsible for arranging maintenance or repair

P9  ensure that any faulty equipment is isolated from any power source, appropriately labelled and made safe and secure
Unit 007 Support the use of information and communication technology for teaching and learning

Element 7.2 Support the use of ICT resources for teaching and learning

Performance criteria

You need to:

P1 operate ICT resources correctly and safely when asked to do so

P2 give clear guidance and instructions on the use of ICT resources by others

P3 give support as needed to help pupils develop skills in the use of ICT

P4 provide an appropriate level of assistance to enable pupils to experience a sense of achievement, maintain self-confidence and encourage self-help skills in the use of ICT

P5 monitor the safe use of ICT resources, including internet access, and intervene promptly where actions may be dangerous

P6 regularly check that equipment is working properly and promptly report any faults to the appropriate person

P7 use only approved accessories and consumables

P8 make sure that ICT resources are left in a safe condition after use

P9 make sure that ICT resources are stored safely and securely after use
Unit 007  Support the use of information and communication technology for teaching and learning

Knowledge and understanding

You need to know and understand:

K1  the potential learning benefits of using ICT in different ways to support learning
K2  the sorts of ICT resources available within the school and where they are kept
K3  school procedures for booking or allocating ICT resources for use in the classroom
K4  the location and use of accessories, consumables and instructions/information texts
K5  who to report equipment faults and problems to and the procedures for doing this
K6  operating requirements and routines for different ICT resources with which you work
K7  relevant legislation, regulations and guidance in relation to the use of ICT, eg. copyright, data protection, software licensing, child protection
K8  the importance of health, safety, security and access
K9  the specific requirements to ensure the learning environment is accessible and safe for pupils using ICT resources
K10 the school policy for use of ICT in the classroom including virus controls and access to the internet
K11 safeguarding issues for pupils who access the internet
K12 how to use screening devices to prevent access to unsuitable material via the internet
K13 how to provide clear instructions and guidance on the use of ICT resources
K14 how to use the software and learning programmes used by the pupils with whom you work
K15 how to select and use learning packages to match the age and development levels of the pupils with whom you work
K16 useful online and offline resources that support appropriate use of ICT
K17 the range of ICT skills needed by pupils and what can be expected from the age group with which you work

K18 how to adapt the use of ICT for pupils of different ages, gender, needs and abilities

K19 the types of support pupils may need to use ICT effectively and how to provide this support

K20 the importance of pupils having time to explore and become familiar with ICT activities and equipment

K21 how to support the development of ICT skills in pupils

K22 how to promote independence in the use of ICT resources by pupils

K23 risks associated with ICT resources and how to minimise them

K24 the sorts of problems that might occur when supporting pupils using ICT and how to deal with these

K25 school requirements and procedures for storage and security of ICT resources

K26 as ICT is a rapidly developing and changing area, how you will keep up to date in order to ensure you provide the best support and opportunities for pupils’ learning through ICT
Evidence Requirements for this unit

You must provide your assessor with evidence for all the performance criteria and all the knowledge.

The evidence must be provided in the following ways taking into account any of the special considerations below

Special Considerations

Simulation is not permitted for this unit

The nature of this unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Supporting and Learning Sector.

Required sources of performance and knowledge evidence

Observation is a required assessment method to be used to evidence some part of this unit.

Your assessor will observe you in real work activities and this is likely to provide most of the evidence for the performance criteria in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence

Some performance criteria may be difficult to evidence because they refer to the contingences or infrequently occurring activities or would best be evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and that the consistency of your performance can be established.
Unit 007 Support the use of information and communication technology for teaching and learning

- **Expert Witness Testimony:** Your assessor may identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. The identified expert will watch you undertaking real work activities and this will supplement assessor observation.

- **Witness Testimony:** Colleagues, allied professionals, teachers, support staff, parents/carers may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Work Products:** These are non-confidential records made, or contributed to by you.

- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio.

- **Questioning/Professional Discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

- **Original Certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and ensure that you have retained and can apply learning to practice.

- **Case Studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement for your NVQ. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective/self account to provide some of the performance evidence for this unit.
Unit 008 Use information and communication technology to support pupils’ learning

Unit summary

Who is this unit for?

This unit is for those who work under the direction of a teacher to support pupils’ learning using information and communication technology (ICT).

What is this unit about?

This unit is about using ICT to promote pupils’ learning. It involves preparing for using ICT within the teaching and learning programme, supporting pupils to use ICT resources, and evaluating the effectiveness of ICT in promoting pupils’ learning.

This unit contains two elements:

8.1 Prepare for using ICT to support pupils’ learning
8.2 Support pupils’ learning through ICT

Linked units

Unit 001 (STL) Provide support for learning activities
Unit 007 (STL) Support the use of information and communication technology in the classroom
Unit 018 (STL) Support pupils’ learning activities
Unit 023 (STL) Plan, deliver and evaluate teaching and learning activities under the direction of a teacher
Unit 024 (STL) Contribute to the planning and evaluation of teaching and learning activities

Personal IT skills are covered in relevant national occupational standards for supporting teaching and learning in schools and can also be achieved through the IT User standards and qualifications, or key and core skills in information technology as appropriate.

Place in qualifications

This unit is an optional unit in both the level 2 and level 3 NVQ/SVQ in Supporting Teaching and Learning in Schools.

Origin of this unit

This is a new unit developed specifically for supporting teaching and learning in schools.
Use information and communication technology to support pupils' learning

Glossary of terms used in this unit

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equality of access</td>
<td>ensuring that discriminatory barriers to access are removed and allowing for pupils' individual needs in terms of access to ICT, eg. taking action to ensure that girls participate equally with boys</td>
</tr>
<tr>
<td>ICT resources</td>
<td>a range of different activities, equipment and technological devices, such as programmable toys, telephones, videos, timers, keyboards, keypads, computers, software, digital cameras, interactive whiteboards. The use of learning technologies in schools is changing rapidly and these standards are intended to encompass new and emerging technologies as they become available</td>
</tr>
<tr>
<td>Relevant people</td>
<td>people with a need and right to have information about pupils' participation and progress. This will include the teacher responsible for the pupils but may also include others such as school leaders, other support staff, ICT coordinator and/or instructor. Information sharing must always adhere to the school's confidentiality policy</td>
</tr>
<tr>
<td>Use ICT</td>
<td>includes the use of ICT:</td>
</tr>
<tr>
<td></td>
<td>• to develop pupils' ICT skills</td>
</tr>
<tr>
<td></td>
<td>• to enhance subject teaching and learning</td>
</tr>
</tbody>
</table>
Unit 008 Use information and communication technology to support pupils’ learning

Element 8.1 Prepare for using ICT to support pupils’ learning

**Performance criteria**

**You need to:**

P1 identify and agree with the teacher the opportunities for using ICT to support pupils’ learning within the overall teaching programme

P2 discuss and agree with the teacher the criteria for ICT resources to ensure the appropriateness for all pupils with whom you work

P3 explore and evaluate available ICT resources and consider how these can be integrated into the planned teaching and learning programme

P4 plan to use ICT to support learning in ways that are stimulating and enjoyable for pupils, according to their age, needs and abilities

P5 identify sources of ICT materials which meet the needs of the pupils and the teaching and learning programme

P6 ensure a range of ICT materials are available which meet the needs of all pupils including those with learning difficulties, bilingual pupils and gifted and talented pupils

P7 adapt ICT materials as necessary to meet the needs of the learning objectives and pupils’ age, interests and abilities within copyright and licence agreements

P8 discuss and agree with the teacher how pupils’ progress will be assessed and recorded
Unit 008 Use information and communication technology to support pupils’ learning

Element 8.2 Support pupils’ learning through ICT

Performance criteria

You need to:

P1 ensure the learning environment meets relevant health, safety, security and access requirements

P2 integrate ICT into learning activities, providing the required adult support

P3 engage pupils in ICT activities by providing interesting and stimulating opportunities and challenges

P4 allow pupils time to explore and become familiar with ICT activities and equipment

P5 encourage pupils to use ICT to solve problems, work collaboratively and find out new information

P6 support pupils to use ICT materials and resources effectively to advance their learning

P7 ensure that all the pupils have equality of access to ICT provision, encouraging those who may be reluctant to participate

P8 monitor how pupils are responding to ICT programmes and materials to ensure that the programmes and material match the pupils’ abilities and learning styles

P9 monitor pupil participation and progress and make judgements about how well pupils are participating in activities and the progress they are making

P10 modify teaching and/or learning methods, if necessary, to ensure pupils continue to be engaged and included in, and benefit from, planned activities

P11 take appropriate action to resolve any problems in supporting pupils using ICT

P12 evaluate and provide feedback to relevant people on:
   a pupils’ participation and progress
   b the effectiveness of ICT in supporting pupils’ learning
   c the effectiveness of ICT programmes and materials in meeting learning objectives for pupils with a diverse range of needs and abilities
Unit 008 Use information and communication technology to support pupils’ learning

Knowledge and understanding

You need to know and understand:

K1 the school’s ICT policy
K2 the potential learning benefits of using ICT in different ways to support learning
K3 how good quality ICT provision promotes pupils’ physical, creative, social and emotional and communication development alongside their thinking and learning
K4 the relevant school curriculum and age-related expectations of pupils in the subject/curriculum area and age range of the pupils with whom you are working
K5 the contribution that ICT can make to meeting the planned teaching and learning objectives
K6 ways of selecting good quality ICT resources that encourage positive learning for pupils by applying selection criteria, eg. allows the pupil to be in control, has more than one solution, not violent or stereotyped, stimulates pupils’ interests
K7 the range of ICT materials from different sources
K8 how to identify the benefits of ICT materials and sources of information and advice
K9 the school’s policy and procedures for obtaining, adapting and using ICT programmes and materials
K10 the school’s ethical code and/or equality of opportunities policies to ensure the suitability of ICT programmes and materials obtained
K11 how to adapt the use of ICT for pupils of different ages, gender, needs and abilities
K12 tools and techniques for adapting ICT programmes and materials
K13 the need to comply with copyright and licensing agreements for different ICT materials
K14 how to use ICT to advance pupils’ learning, including those with special educational needs or additional support needs, bilingual pupils and gifted and talented pupils
K15 the importance of having high expectations of pupils and how this is demonstrated through your practice
K16 strategies for gathering information on pupil learning and progress through ICT, and how to plan for and use these in teaching and learning activities

K17 the importance of health, safety, security and access

K18 the specific requirements to ensure the learning environment is accessible and safe for pupils using ICT resources

K19 how to use screening devices to prevent access to unsuitable material via the internet

K20 safeguarding issues for pupils who access the internet

K21 how pupils use ICT as a tool to support learning in many curriculum areas and in doing this what they learn about ICT as a subject in its own right

K22 how to select and use appropriate teaching and learning methods to develop pupils' ICT skills and enhance subject teaching and learning

K23 the types of support pupils may need to use ICT effectively and how to provide this support

K24 the importance of pupils having time to explore and become familiar with ICT activities and equipment

K25 how ICT can be used to assist implementation of equality of opportunity, inclusion and widening participation policy and practice

K26 how to monitor and promote pupil participation and progress in learning through ICT

K27 the sorts of problems that might occur when supporting pupils using ICT and how to deal with these

K28 how to evaluate the effectiveness and suitability of ICT resources and materials for promoting pupils' learning

K29 useful online and offline resources that support appropriate use of ICT

K30 as ICT is a rapidly developing and changing area how you will keep up to date in order to ensure you provide the best support and opportunities for pupils’ learning through ICT
Unit 008    Use information and communication technology to support pupils’ learning

Unit evidence requirements

Evidence Requirements for this unit

You must provide your assessor with evidence for all the performance criteria and all the knowledge.

The evidence must be provided in the following ways taking into account any of the special considerations below

Special Considerations

Simulation is not permitted for this unit

The nature of this unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Supporting and Learning Sector.

Required sources of performance and knowledge evidence

Observation is a required assessment method to be used to evidence some part of this unit.

Your assessor will observe you in real work activities and this is likely to provide most of the evidence for the performance criteria in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence

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Unit 008 Use information and communication technology to support pupils’ learning

- **Expert Witness Testimony**: Your assessor may identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. The identified expert will watch you undertaking real work activities and this will supplement assessor observation.

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Unit 009  Observe and report on pupil performance

Unit summary

Who is this unit for?

This unit is for those who contribute to the assessment of pupils by teachers. It involves working under the direction of the teacher to observe pupil performance and reporting the results of the observations to the teacher.

What is this unit about?

This unit is about carrying out, and reporting on, systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development.

This unit contains two elements:

9.1 Observe pupil performance
9.2 Report on pupil performance

Linked units

Unit 002 (STL) Support children's development
Unit 029 (STL) Observe and promote pupil performance and development

Place in qualifications

This unit is an optional unit in the level 2 NVQ/SVQ in Supporting Teaching and Learning in Schools.

Origin of this unit

This unit is a revised version of unit 3-7 from the National Occupational Standards for Teaching and Classroom Assistants (2001).
Unit 009  Observe and report on pupil performance

Glossary of terms used in this unit

Facilitative techniques
the methods used to encourage pupils to participate fully in tasks and activities designed to elicit the appropriate behaviours, eg. prompting, questioning, suggesting activities

Formats
the way in which the results of observations are recorded and presented. The format used might be designed to provide one-off information specific to the particular observation objectives or might be part of an on-going system specified by the teacher, or school policy and procedures for monitoring pupil performance. The formats used could include:

- free description of pupil performance
- structured description of pupil performance against agreed headings or in response to pre-determined questions
- a checklist of expected behaviours
- specific forms/records specified by the teacher and/or school policy and procedures

Observations
systematically watching pupils engaged on tasks and activities designed to elicit specific behaviours. Observations may be carried out on:

- individual pupils working on their own
- individual pupils working as part of a group
- groups of pupils working together

Performance
the pupils’ skills and behaviours to be observed, for example:

- social and emotional skills, eg. how they relate and respond to others
- language and communication skills, eg. how they use and understand language structures and vocabulary
- intellectual and cognitive skills, eg. how they interpret and apply concepts and knowledge
- physical abilities and skills, eg. how well they can manipulate objects

Tasks and activities
the things that the pupils will be asked to do so that you can observe their performance. The tasks and activities used for observation could include:

- normal learning activities
- formal test items to be administered in a controlled way
- presentation of a specified task with verbal instructions such as “draw me a man/woman”, “measure the height of the cupboard”, “kick the ball”
Unit 009 Observe and report on pupil performance
Element 9.1 Observe pupil performance

Performance criteria

You need to:

P1 clarify and confirm with the teacher:
   a the reasons and objectives for observing pupils’ performance
   b which pupils are to be observed
   c the observation methods to be used
   d which tasks and activities will be used to observe the pupils’ performance

P2 establish and maintain rapport with the pupils and use observation methods appropriately, to maximise the pupils’ cooperation

P3 arrange the environment and other circumstances within observation periods to minimise distractions and interruptions

P4 use facilitative techniques that are consistent with the objectives of the observations

P5 carry out observations and recordings unobtrusively and with minimum disturbance and disruption to the pupils’ natural patterns of behaviour

P6 promptly, accurately and legibly complete recordings from observations in the required format
Unit 009  Observe and report on pupil performance
Element 9.2  Report on pupil performance

Performance criteria

You need to:

P1 present the results of your observations in the appropriate format to assist the evaluation of evidence relating to the pupils' stage of development

P2 present evidence which accurately reflects the information gained from your observations and recordings

P3 clearly explain and justify your evidence of pupil performance to the teacher

P4 answer any queries or questions relating to your observations

P5 observe school policies and procedures for confidentiality of information about pupils
Unit 009 Observe and report on pupil performance
Knowledge and understanding

You need to know and understand:

K1 the basic principles of how children and young people develop

K2 the range of behaviours which might be expected of the age and stage of development of pupils with whom you work

K3 how and why to record features of the context and off-task behaviours when making observations of pupils' performance on specific tasks and activities

K4 potential sources of distractions and disruptions during observations of pupils and how to minimise these

K5 how to tailor instructions and requests to pupils to match their age and stage of development

K6 the basic concepts of reliability, validity and subjectivity of observations

K7 the various roles that observers might play in enabling pupils to demonstrate their full potential

K8 possible cultural, social and gender based influences on pupils' responses to being observed

K9 the protocols to be observed when observing pupils

K10 how to summarise and present information from observations of pupil performance

K11 the importance of confidentiality, data protection and sharing information, according to the procedures of your setting
Unit 009 Observe and report on pupil performance
Unit evidence requirements

Evidence Requirements for this unit

You must provide your assessor with evidence for all the performance criteria and all the knowledge.

The evidence must be provided in the following ways taking into account any of the special considerations below

Special Considerations

Simulation is not permitted for this unit

The nature of this unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Supporting and Learning Sector.

Required sources of performance and knowledge evidence

Observation is a required assessment method to be used to evidence some part of this unit.

Your assessor will observe you in real work activities and this is likely to provide most of the evidence for the performance criteria in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence

Some performance criteria may be difficult to evidence because they refer to the contingences or infrequently occurring activities or would best be evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and that the consistency of your performance can be established.
Unit 009  Observe and report on pupil performance

- **Expert Witness Testimony**: Your assessor may identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. The identified expert will watch you undertaking real work activities and this will supplement assessor observation.

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Unit 010  Support children’s play and learning (CCLD 206)

Unit summary

Who is this unit for?

This unit is for those who work in a setting or service whose main purpose is to support the care, learning and development of children. The unit is suitable if you work as an assistant supporting children’s play and learning in a school.

What is this unit about?

This unit is about supporting children’s learning through play. Although the unit was developed for work with young children in their pre-school years and in play-based early education it is also applicable to working with children in the early years of formal education in schools.

This unit contains five elements:

10.1 Participate in activities to encourage communication and language
10.2 Provide opportunities for children’s drama and imaginative play
10.3 Encourage children to be creative
10.4 Support physical play
10.5 Encourage children to explore and investigate

Linked units

Unit 002 (STL) Support children’s development
Unit 015 (STL) Support children and young people’s play
Unit 027 (STL) Support implementation of the early years curriculum
Unit 028 (STL) Support teaching and learning in a curriculum area
Unit 054 (STL) Plan for and support self-directed play

Place in qualifications

This is an optional unit in the level 2 NVQ/SVQ in Supporting Teaching and Learning in Schools.

It is also a mandatory unit in the level 2 NVQ/SVQ in Children’s Care, Learning and Development.

Origin of this unit

This unit is taken from the National Occupational Standards in Children’s Care, Learning and Development where it appears as CCLD 206.

This unit is underpinned by the principles and values for the National Occupational Standards in Children’s Care Learning and Development.
# Glossary of terms used in this unit

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Appropriate activities for fine motor skills</strong></td>
<td>appropriate activities for the children concerned: these could include sewing, threading, use of scissors, small construction tools, or other fine motor skills activities.</td>
</tr>
<tr>
<td><strong>Appropriate language (to enhance children’s communication skills and learning)</strong></td>
<td>questions that give children opportunities for a range of different responses; modelling correct use of language; using opportunities for specific types of language to enhance areas of learning such as mathematical, exploration/investigation or children’s personal development.</td>
</tr>
<tr>
<td><strong>Community resources</strong></td>
<td>resources found in the local community, such as parks, allotments, libraries, people and organisations.</td>
</tr>
<tr>
<td><strong>Children</strong></td>
<td>the children you work with, except where otherwise stated.</td>
</tr>
<tr>
<td><strong>Play</strong></td>
<td>play is activity children are motivated to do from within themselves:</td>
</tr>
<tr>
<td></td>
<td>• it is freely chosen</td>
</tr>
<tr>
<td></td>
<td>• children play in their own chosen way</td>
</tr>
<tr>
<td><strong>Creativity and creative play</strong></td>
<td>this is where children develop and communicate their own ideas using art, design, making things, music, dance and movement. Children can express their creativity in every area of play and learning.</td>
</tr>
<tr>
<td><strong>ICT</strong></td>
<td>information and communication technology</td>
</tr>
<tr>
<td><strong>Imaginative play/drama/role play</strong></td>
<td>pretending, includes role play, i.e. acting the role of another person either alone or in groups, acting out difficult scenarios, can be drama activities with or without adult support.</td>
</tr>
<tr>
<td><strong>Objects of interest</strong></td>
<td>any objects that interest children and can extend their learning, e.g. fossils or stones, living things such as insects, food items.</td>
</tr>
<tr>
<td><strong>Physical play</strong></td>
<td>play focusing on movement of the body</td>
</tr>
<tr>
<td><strong>Props</strong></td>
<td>objects and materials children use to support their imaginative play or drama, e.g. dressing-up clothes, dolls, puppets, masks.</td>
</tr>
<tr>
<td><strong>Themes</strong></td>
<td>an idea or subject that is continued through a range of activities.</td>
</tr>
</tbody>
</table>
Unit 010  Support children’s play and learning  
(CCLD 206)
Element 10.1  Participate in activities to encourage 
communication and language

Performance criteria

You need to:

P1  take time to communicate with children during everyday activity and routines

P2  use music, movement, rhythm and games to encourage communication

P3  use eye contact, body movement and voice effectively to encourage children's attention and 
participation

P4  use appropriate language to enhance children's communication skills and learning

P5  use role play effectively to encourage, support and model language and communication

P6  make sure what you do is suitable for the children's age, needs and abilities
Unit 010 Support children’s play and learning (CCLD 206)

Element 10.2 Provide opportunities for children’s drama and imaginative play

Performance criteria

You need to:

P1 contribute to providing a range of materials, equipment and props to support drama and imaginative play

P2 select equipment and materials in collaboration with children that extends awareness of their own and other cultures

P3 encourage children to avoid stereotyping within their drama and imaginative play

P4 encourage children to explore the feelings and roles of others through drama and imagination

P5 support opportunities for children’s drama and imaginative play to flow freely without adult intervention unless requested by the children or when additional props or ideas are required

P6 make sure what you do is suitable for the children’s age, needs and abilities
Unit 010  Support children’s play and learning  
(CCLD 206)
Element 10.3  Encourage children to be creative

Performance criteria

You need to:

P1 provide a range of materials, equipment and props to support creativity following the children’s interests and setting requirements

P2 encourage children’s involvement in creative activity and play with sand, water and other basic materials

P3 encourage participation in:
   a  mark making
   b  painting
   c  drawing
   d  modelling
   e  printing

P4 make sure what you do is suitable for the children’s age, needs and abilities

P5 help display children’s work in ways that encourage them and support their self-esteem
Unit 010  Support children’s play and learning  
(CCLD 206)  
Element 10.4  Support physical play  

**Performance criteria**  

**You need to:**  

P1 encourage and support all children to participate in physical play enabling an appropriate element of risk and challenge within their play, according to their age, needs and abilities  

P2 enable children to assess own risk in their physical play  

P3 encourage children to take part in physical play using their whole bodies by providing interesting and stimulating opportunities  

P4 use available space effectively  

P5 give children opportunities to develop their fine motor skills by providing appropriate activities and experiences  

P6 safely supervise children’s physical play without over- or under-protecting them  

P7 encourage children to take turns and consider others
Unit 010  Support children’s play and learning  
(CCLD 206) 
Element 10.5  Encourage children to explore and investigate 

**Performance criteria**

**You need to:**

P1 examine and display objects of interest with children taking the opportunities offered to enhance children’s learning 

P2 help children to use indoor and outdoor areas 

P3 find out about community resources to encourage children to explore and investigate 

P4 engage children’s curiosity by providing interesting and stimulating activities and experiences and by showing your own interest in exploring and investigating 

P5 help children to use ICT as part of their exploration and investigation 

P6 use activities to engage children’s curiosity, making sure that activities are carefully prepared, safe, and that children are supported appropriately 

P7 make sure the environment is safe and organised in ways that are child-friendly and enable children to explore and investigate freely 

P8 make sure what you do is suitable for the children’s age, needs and abilities
Unit 010 Support children’s play and learning
(CCLD 206)
Knowledge and understanding

You need to know and understand:

K1 how to support children’s communication, intellectual development and learning in your setting

K2 how to support children’s play and communication development in bilingual and multilingual settings and where children learn through an additional language

K3 a basic outline of the expected pattern of children’s physical, communication and intellectual, social, emotional and behavioural development for the age group with which you are working

K4 how the activities and experiences for children and babies and children under three years relates to formal curriculum frameworks and frameworks for babies and young children in your home country

K5 the importance of play in children’s learning and development

K6 types of music, movement, songs and games to encourage communication that are appropriate for the children with whom you work

K7 how to use ICT to support play and learning

K8 appropriate language to use to encourage children’s communication and learning to include: benefits of open-ended questions, the use of language to extend learning, such as use of mathematical language or encouraging children to question

K9 the scope and benefits of play where children use their imagination to make one thing stand for another and to play out different roles

K10 how drama and imaginative play can be used to encourage children’s learning, including the types of materials, equipment and props that support this area of play

K11 recognising that children will play out roles they see at home and in the world around them and the need for sensitivity in dealing with stereotypes

K12 why it is necessary for children’s imaginative play to flow freely and with minimal adult intervention, whilst recognising that sometimes sensitive intervention may be necessary to move the play along

K13 the importance of encouraging creativity and the scope of activities involved

K14 how you would display children’s work to its best effect
K15  how to support children’s confidence and self-esteem when they make and create things, making sure that the emphasis is on the process of creating something rather than the end product

K16  suitable activities for the development of children’s fine and gross motor skills

K17  how physical play can help children to assess risk in a safe and controlled environment

K18  the benefits to children of physical play and exercise and the need for sensitivity in dealing with those who find it more difficult to participate

K19  the kind of objects that engage children’s interest at different ages and with different needs and abilities

K20  the benefits to children’s learning of grouping together objects with similar characteristics and learning to sort and classify

K21  the benefits to children’s learning of knowing about their own background and community

K22  how to provide a stimulating environment and not stifle children’s curiosity, problem solving and exploration

K23  the importance and scope of practical daily activities such as cooking and gardening to enhance children’s learning

K24  how you set up activities to help children learn and the most effective types of activities, toys, equipment and experiences

K25  how to lay out furniture and equipment to make the best use of space and help children gain access to play and learning activities

K26  the use of everyday routines to support play and learning
Unit 010 Support children’s play and learning
(CCLD 206)

Unit evidence requirements

Evidence Requirements for this unit

You must provide your assessor with evidence for all the performance criteria and all the knowledge.

The evidence must be provided in the following ways taking into account any of the special considerations below

Special Considerations

Simulation is not permitted for this unit

The nature of this unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Supporting and Learning Sector.

Required sources of performance and knowledge evidence

Observation is a required assessment method to be used to evidence some part of this unit.

Your assessor will observe you in real work activities and this is likely to provide most of the evidence for the performance criteria in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence

Some performance criteria may be difficult to evidence because they refer to the contingences or infrequently occurring activities or would best be evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and that the consistency of your performance can be established.
Unit 010  Support children’s play and learning  
(CCLD 206)

- **Expert Witness Testimony:** Your assessor may identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. The identified expert will watch you undertaking real work activities and this will supplement assessor observation.

- **Witness Testimony:** Colleagues, allied professionals, teachers, support staff, parents/carers may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Work Products:** These are non-confidential records made, or contributed to, by you.

- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio.

- **Questioning/Professional Discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

- **Original Certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and ensure that you have retained and can apply learning to practice.

- **Case Studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement for your NVQ. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective/self account to provide some of the performance evidence for this unit.
Unit 011  Contribute to supporting bilingual/multilingual pupils

Unit summary

Who is this unit for?

This unit is for those who contribute to supporting pupils whose first language is different to that used to deliver the curriculum. It is suitable for those who provide support for English as an additional language (EAL), or Welsh or Gaelsg as a second language.

What is this unit about?

This unit is about the support provided to bilingual/multilingual pupils for language development and learning in the appropriate second or additional language.

This unit contains two elements:

11.1  Contribute to supporting bilingual/multilingual pupils to develop skills in the target language

11.2  Support bilingual/multilingual pupils during learning activities

Linked units

Unit 006 (STL)  Support literacy and numeracy activities
Unit 035 (STL)  Support bilingual/multilingual pupils
Unit 036 (STL)  Provide bilingual/multilingual support for teaching and learning

Place in qualifications

This unit is an optional unit in the level 2 NVQ/SVQ in Supporting Teaching and Learning in Schools.

Origin of this unit

This unit is based on unit 3-12 from the National Occupational Standards for Teaching and Classroom Assistants (2001) but has been revised to reflect a lower level of responsibility than the original unit.
## Unit 011  Contribute to supporting bilingual/multilingual pupils

### Glossary of terms used in this unit

| **Bilingual/multilingual pupils** | pupils whose first language is different to that used to deliver the curriculum and who, therefore, need to develop a second or additional language to access the curriculum. Bilingual/multilingual pupils include those for whom English is an additional language and those for whom Welsh or Gaeilge is a second language |
| **Language skills** | the ability to speak/talk, listen, read and write in the target language |
| **Support** | the assistance you give to bilingual/multilingual pupils for language development and learning across the curriculum. In providing support for pupils you will be working on a one-to-one basis with individual pupils as well as supporting the pupils during group and class activities |
| **Target language** | the additional or second language needed by pupils whose first language is different to that used for teaching and learning |
Unit 011  Contribute to supporting bilingual/multilingual pupils

Element 11.1  Contribute to supporting bilingual/multilingual pupils to develop skills in the target language

Performance criteria

You need to:

P1  obtain accurate and up-to-date information about the pupil's first and target language development and use this knowledge in providing appropriate support for the pupil

P2  clarify and confirm with the teacher the strategies you should use to support bilingual/multilingual pupils in developing language skills in the target language

P3  provide opportunities for the pupils to interact with yourself and others using their knowledge of the target language

P4  use language and vocabulary which is appropriate to the pupils' age, level of understanding and stage of target language development

P5  help the pupils to select and read books in the target language appropriate to their age, interests and stage of language development

P6  provide opportunities for the pupils to practise new language skills

P7  use praise and constructive feedback to maintain the pupil's interest in the learning activities

P8  respond to pupils' use of home language and local dialects in a manner which values cultural diversity and reinforces positive self images for the pupils

P9  provide feedback to the teacher on the progress made by the pupils in developing language skills in the target language
Unit 011 Contribute to supporting bilingual/multilingual pupils

Element 11.2 Support bilingual/multilingual pupils during learning activities

Performance criteria

You need to:

P1 clarify and confirm with the teacher your understanding of the teaching and learning objectives of the activities

P2 agree with the teacher how you will support the teaching and learning activities, including how to prepare the pupil for the activities and reinforce learning that has taken place

P3 explain the purpose of learning activities to the pupil

P4 use appropriate strategies to support the pupil’s learning and language development

P5 draw on the pupil’s previous knowledge and experience to encourage their active involvement in learning activities

P6 use praise and constructive feedback to maintain the pupil’s interest in the learning activities

P7 promptly inform the teacher if a pupil is experiencing difficulties that you are unable to resolve

P8 provide feedback to the teacher on the pupil’s participation and progress in relation to the learning activities
Unit 011 Contribute to supporting bilingual/multilingual pupils

Knowledge and understanding

You need to know and understand:

K1 the school’s policy and procedures for supporting bilingual/multilingual pupils

K2 the school’s policies and practices for inclusion, equality of opportunity, multiculturalism and anti-racism

K3 the stages of language acquisition and the factors that promote or hinder language development

K4 strategies suitable for supporting pupils in developing their language skills in the target language

K5 the interactive use of speaking/talking, listening, reading and writing to promote language development in pupils

K6 how to use praise and constructive feedback to promote pupils’ learning

K7 the role of self-esteem in developing communication and self-expression and how to promote the self-esteem of pupils through the support you provide

K8 the curriculum plans and learning programmes developed by the teachers with whom you work when supporting bilingual/multilingual pupils

K9 how to obtain information about a pupil’s language and educational background and skills, individual learning targets and language support needs

K10 how to provide appropriate support for bilingual/multilingual pupils according to their age, gender, emotional needs, abilities and learning needs

K11 strategies suitable for supporting pupils in developing their language skills through different learning activities and experiences across the curriculum

K12 how to feed back information on pupils’ participation and progress in learning activities to teachers and contribute to planning for future learning
Unit 011  Contribute to supporting bilingual/multilingual pupils
Unit evidence requirements

Evidence Requirements for this unit

You must provide your assessor with evidence for all the performance criteria and all the knowledge.

The evidence must be provided in the following ways taking into account any of the special considerations below

Special Considerations

Simulation is not permitted for this unit

The nature of this unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Supporting and Learning Sector.

Required sources of performance and knowledge evidence

Observation is a required assessment method to be used to evidence some part of this unit.

Your assessor will observe you in real work activities and this is likely to provide most of the evidence for the performance criteria in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence

Some performance criteria may be difficult to evidence because they refer to the contingences or infrequently occurring activities or would best be evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and that the consistency of your performance can be established.
• **Expert Witness Testimony:** Your assessor may identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. The identified expert will watch you undertaking real work activities and this will supplement assessor observation.

• **Witness Testimony:** Colleagues, allied professionals, teachers, support staff, parents/carers may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

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• **Questioning/Professional Discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

• **Original Certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and ensure that you have retained and can apply learning to practice.

• **Case Studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement for your NVQ. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective/self account to provide some of the performance evidence for this unit.
Unit 012 Support a child with disabilities or special educational needs (CCLD 209)

Unit summary

Who is this unit for?

This unit is for those who support a disabled child or young person, or a child or young person with special educational needs or additional support needs, to participate in activities and experiences offered by the setting in which you work.

What is this unit about?

This unit is about providing care and encouragement to the child or young person, supporting them to participate in activities, and supporting the family according to your role and the procedures of the setting.

This unit contains three elements:

12.1 Support a child with disabilities or special educational needs by providing care and encouragement
12.2 Provide support to help the child to participate in activities and experiences
12.3 Support the child and family according to the procedures of the setting

Linked units

Unit 038 (STL) Support children with disabilities or special educational needs and their families
Unit 039 (STL) Support pupils with communication and interaction needs
Unit 040 (STL) Support pupils with cognition and learning needs
Unit 041 (STL) Support pupils with behaviour, emotional and social development needs
Unit 042 (STL) Support pupils with sensory and/or physical needs

Place in qualifications

This unit is an optional unit in the level 2 NVQ/SVQ in Supporting Teaching and Learning in Schools.

It is also an optional unit in the level 2 NVQ/SVQ in Children's Care, Learning and Development.

Origin of this unit

This unit is taken from the National Occupational Standards in Children's Care, Learning and Development where it appears as CCLD 209.

This unit is underpinned by the principles and values for the National Occupational Standards in Children's Care Learning and Development.
### Glossary of terms used in this unit

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Augmentative and Alternative Communication (AAC)</strong></td>
<td>this refers to any device, system or special method of communication that helps individuals with communication difficulties to communicate more easily and effectively: eg. symbols, communication boards, voice output communication aids, sign language or facial expressions and gestures</td>
</tr>
<tr>
<td><strong>Barriers to communication</strong></td>
<td>anything that prevents the child or young person communicating with others or making relationships, eg. hearing, speech or visual loss, lack of support services, mental health issues, learning disabilities</td>
</tr>
<tr>
<td><strong>Barriers to participation</strong></td>
<td>anything that prevents the child or young person participating fully in activities and experiences offered by the setting or service</td>
</tr>
<tr>
<td><strong>Children</strong></td>
<td>the children or young people you work with, except where otherwise indicated</td>
</tr>
<tr>
<td><strong>Disability</strong></td>
<td>a physical or mental impairment which has a substantial and long-term adverse effect on the child or young person’s ability to carry out normal day-to-day activities</td>
</tr>
<tr>
<td><strong>Integration</strong></td>
<td>inclusion of children and young people with disabilities, special educational needs, or additional support needs in mainstream settings</td>
</tr>
<tr>
<td><strong>Others</strong></td>
<td>people who your setting’s procedures say need to be informed about your concerns, such as other colleagues, supervisor, manager, SENCO, teacher</td>
</tr>
<tr>
<td><strong>Social and medical models of disability</strong></td>
<td>the medical model reflects the traditional view of disability, that it is something to be ‘cured’, treating the individual as a sick patient. The social model considers that it is society that needs to change and that disabled people have rights and choices</td>
</tr>
<tr>
<td><strong>Special educational needs (SEN)</strong></td>
<td>children and young people with special educational or additional support needs learn differently from most children or young people of the same age. These children and young people may need extra or different help from that given to other children and young people</td>
</tr>
</tbody>
</table>
Unit 012 Support a child with disabilities or special educational needs (CCLD 209)

Element 12.1 Support a child with disabilities or special educational needs by providing care and encouragement

Performance criteria

You need to:

P1 seek information about the child or young person’s individual needs from colleagues

P2 follow the child or young person’s individual plan as a basis for their care and participation

P3 promptly refer to others any concerns about the child or young person, according to the procedures of your setting

P4 communicate effectively with the child or young person, seeking advice and support to overcome any communication difficulties

P5 give praise and reward for the child or young person’s efforts and achievements

P6 sensitively support and care for the child or young person, making sure that what you do is suitable for his/her age, needs and abilities
Unit 012 Support a child with disabilities or special educational needs (CCLD 209)
Element 12.2 Provide support to help the child to participate in activities and experiences

Performance criteria

You need to:

P1 sensitively observe the child or young person in everyday activities, identifying any barriers to participation in activities and experiences

P2 offer alternative activities if required

P3 in consultation with others adapt activities and experiences to enable the child or young person to take part

P4 use any specialist aids and equipment as required

P5 adapt the environment, including layout of furniture and accessibility of equipment

P6 encourage children or young people’s positive behaviour
Unit 012  Support a child with disabilities or special educational needs (CCLD 209)

Element 12.3  Support the child and family according to the procedures of the setting

Performance criteria

You need to:

P1  seek help from others when you require information or support

P2  support family members to participate in activities with children and young people, as required by your setting

P3  give feedback about a child or young person's progress to the child or young person and other adults as required

P4  record children or young people’s progress according to agreed methods
Unit 012 Support a child with disabilities or special educational needs (CCLD 209)

Knowledge and understanding

You need to know and understand:

K1 laws and codes of practice affecting provision for disabled children and young people and those with special educational needs within your home country

K2 specialist local and national support and information that is available for disabilities and special educational needs

K3 partnerships with parents and families are at the heart of provision as they know most about their child and how partnerships can be encouraged

K4 the importance of not labelling children and young people and having realistic expectations

K5 how integration/inclusion works in your setting and local area and the reasons for its benefits or otherwise

K6 details about particular disabilities or special educational needs affecting the children or young people in your care

K7 how to use Alternative and Augmentative Communication and assist children or young people through use of all their available senses

K8 planning for each child or young person’s individual requirements in partnership with other colleagues

K9 what barriers may exist preventing children or young people’s participation and how to remove these barriers

K10 how to make sure what you do is suitable for all the children/young people you work with, according to their age, needs and abilities

K11 what specialist aids and equipment are available for the children/young people you work with and how to use these safely

K12 the possible impact of having a child or young person with a disability or special educational need within a family
Evidence Requirements for this unit

You must provide your assessor with evidence for all the performance criteria and all the knowledge.

The evidence must be provided in the following ways taking into account any of the special considerations below

Special Considerations

Simulation is not permitted for this unit

The nature of this unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Supporting and Learning Sector.

Required sources of performance and knowledge evidence

Observation is a required assessment method to be used to evidence some part of this unit.

Your assessor will observe you in real work activities and this is likely to provide most of the evidence for the performance criteria in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence

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• **Original Certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and ensure that you have retained and can apply learning to practice.

• **Case Studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement for your NVQ. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective/self account to provide some of the performance evidence for this unit.
Unit 013 Contribute to moving and handling individuals (HSC223)

Unit summary

Who is this unit for?
This unit is for those who support pupils with physical impairments by helping them to move and/or reposition themselves.

What is this unit about?
This unit is about the need to be able to move, handle and reposition individuals. You have a responsibility when you move and handle individuals that you do so safely and correctly to ensure your own safety and that of others.

This unit contains two elements:
13.1 Prepare individuals, environments and equipment for moving and handling
13.2 Enable individuals to move from one position to another

Linked units
Unit 012 (STL) Support a child with disabilities or special educational needs
Unit 038 (STL) Support children with disabilities or special educational needs and their families
Unit 042 (STL) Support pupils with sensory and/or physical needs
Unit 044 (STL) Work with children and young people with additional requirements to meet their personal support needs

Place in qualifications
This unit is an optional unit in the level 2 NVQ/SVQ in Supporting Teaching and Learning in Schools.

It is also an optional unit in the level 2 NVQ/SVQ in Health and Social Care.

Origin of this unit
This unit is taken from the National Occupational Standards in Health and Social Care where it appears as unit HSC223.
## Glossary of terms used in this unit

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Active support</strong></td>
<td>support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence</td>
</tr>
<tr>
<td><strong>Hazards</strong></td>
<td>hazards are items with the potential to cause harm</td>
</tr>
<tr>
<td><strong>Individuals</strong></td>
<td>the actual people requiring health and care services. Where individuals use advocates to enable them to express their views, wishes or feelings and to speak on their behalf the term individual within this standard covers the individual and their advocate or interpreter</td>
</tr>
<tr>
<td><strong>Moving and handling</strong></td>
<td>this refers to techniques which enable the worker to assist individuals to move from one position to another. Moving and handling must be consistent with current legislation</td>
</tr>
<tr>
<td><strong>Others</strong></td>
<td>are other people within and outside your organisation that are necessary for you to fulfil your job role</td>
</tr>
<tr>
<td><strong>Rights</strong></td>
<td>the rights that individuals have to:</td>
</tr>
<tr>
<td></td>
<td>• be respected</td>
</tr>
<tr>
<td></td>
<td>• be treated equally and not be discriminated against</td>
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<tr>
<td></td>
<td>• be treated as an individual</td>
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<tr>
<td></td>
<td>• be treated in a dignified way</td>
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<tr>
<td></td>
<td>• privacy</td>
</tr>
<tr>
<td></td>
<td>• be protected from danger and harm</td>
</tr>
<tr>
<td></td>
<td>• be cared for in a way that meets their needs, takes account of their choices and also protects them</td>
</tr>
<tr>
<td></td>
<td>• access information about themselves</td>
</tr>
<tr>
<td></td>
<td>• communicate using their preferred methods of communication and language</td>
</tr>
<tr>
<td><strong>Risk</strong></td>
<td>a risk is the likelihood of the hazard’s potential being realised; it can be to individuals in the form of infection, danger, harm and abuse and/or to the environment in the form of danger of damage and destruction</td>
</tr>
</tbody>
</table>
Unit 013  Contribute to moving and handling individuals
(HSC223)

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this
section give you a list of options linked with items in the performance criteria. You need to provide
evidence for any option related to your work area.

1  Communicate using:

   a  the individual’s preferred spoken language
   b  signs
   c  symbols
   d  pictures
   e  writing
   f  objects of reference
   g  communication passports
   h  other non-verbal forms of communication
   i  human and technological aids to communication

2  Moving and handling equipment can include:

   a  hoists
   b  slides
   c  slide sheets
   d  slings
   e  pillows
Unit 013 Contribute to moving and handling individuals (HSC223)

Element 13.1 Prepare individuals, environments and equipment for moving and handling

Performance criteria

You need to:

P1 wash your hands and ensure you are wearing clothing and footwear that is safe for the moving and handling of individuals

P2 prior to moving and handling individuals, check the care plan and the moving and handling risk assessments

P3 assess any immediate risks to individuals

P4 where you think there is a risk that you cannot deal with, seek advice from the appropriate people before moving or handling individuals

P5 support individuals to communicate the level of support they require

P6 where the individual’s preferences conflict with safe practice, access support from the appropriate people

P7 before you move and handle individuals, ensure that they understand why they are being moved and handled in particular ways and how they can usefully co-operate in the procedure

P8 remove potential hazards and prepare the immediate environment for the proposed move in agreement with all concerned

P9 select agreed moving and handling equipment, and before use you ensure it is safe and clean

P10 seek appropriate assistance to enable you to move and handle the individual safely
Unit 013  Contribute to moving and handling individuals (HSC223)
Element 13.2  Enable individuals to move from one position to another

Performance criteria

You need to:

P1  provide active support and encouragement for individuals to contribute to the moving process

P2  carry out moves and changes of position taking account of the individual’s needs, preferences and their advice on the most appropriate methods and equipment

P3  use moving and handling methods appropriate to the individual’s condition, your personal handling limits and the equipment available

P4  move and change individual’s positions in ways which minimise pain, discomfort and friction and maximise the individual’s independence, self respect and dignity

P5  where you are moving and changing the individual’s positions with someone else’s help, coordinate your own actions with theirs

P6  following changes of position, return furniture and fittings to their correct location

P7  return moving and handling equipment to its designated location ensuring it is clean, safe and ready for future use

P8  wash your hands and ensure your own cleanliness and hygiene after moving and positioning individuals

P9  observe, record and immediately report any significant changes in the individual’s condition when you are moving them

P10  record details of methods of moving and handling which the individual finds acceptable according to legal and organisational requirements
Unit 013 Contribute to moving and handling individuals (HSC223)
Knowledge and understanding

You need to know and understand:

Values

K1 legal and organisational requirements on equality, diversity, discrimination and rights when moving and handling individuals

K2 the effect which personal beliefs and preferences may have on the individual’s preferences for moving and handling

K3 why the individual’s preferences on how they are moved and handled should be taken into account

K4 conflicts which might arise between individual choice, good health, safety and hygiene practices, risk assessments and management and the individual’s plan of care and how to deal with these

K5 how to provide active support and promote the individual’s rights, choices and well-being when moving and handling individuals

Legislation and organisational policy and procedures

K6 codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when moving and handling individuals

K7 current local, UK and European legislation, and organisational requirements, procedures and practices for:
   a accessing records
   b recording, reporting, confidentiality and sharing information, including data protection
   c health, safety, assessing and managing risks associated with moving and handling individuals
   d the management of risk from infection
   e working intimately with individuals moving and handling individuals

K8 how to access up-to-date copies of organisational risk assessments for moving and handling specific individuals
Theory and practice

K9 key changes in the conditions and circumstances of individuals that you are moving and handling and actions to take in these circumstances

K10 different types of equipment/machinery which are available for moving and handling

K11 factors that need to be taken account of when using moving and handling equipment/machinery

K12 why it is important to prepare the environment for moving and handling prior to attempting to move and handle individuals

K13 why it is important to use safe moving techniques, adhere to risk assessments and other information about moving and handling specific individuals and the possible consequences for the individual, yourself and others if you do not

K14 potential risks to individuals, those assisting in the moving and handling; others within the environment and the environment itself if moving and handling is not carried out correctly (including procedures prior to, during and after you move and handle individuals)

K15 sources of further help for moving and handling of individuals in different health and care settings

K16 why individuals are moved to different positions

K17 how to coordinate action when moving and handling as part of a team

K18 why individuals should not be dragged and the relationship of this to the prevention of pressure sores

K19 why the environment should be restored after the change of position

K20 why it is important to maintain your own cleanliness and hygiene prior to, during and following moving and handling individuals
Unit 013  Contribute to moving and handling individuals  
(HSC223)
Unit evidence requirements

Evidence Requirements for this unit:
You must provide your assessor with evidence for all the performance criteria and all the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation is not permitted for this unit

The nature of this unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the Supporting and Learning Sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony are the required assessment methods to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you they will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this likely to provide most of the evidence for the performance criteria for the element in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

Some performance criteria may be difficult to evidence because they refer to the contingences or infrequently occurring activities or would best be evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and that the consistency of your performance can be established.

- **Witness Testimony**: Colleagues, allied professionals, teachers, support staff, parents/carers may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Work Products**: These are non-confidential records made or contributed to by you.

- **Confidential Records**: These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in the assessor records in your portfolio.
• **Questioning/Professional Discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful in providing evidence to show you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

• **Original Certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.

• **Case Studies, projects, assignments and reflective / candidate accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective/self account to provide some of the performance evidence for this unit.
Unit 014 Support individuals during therapy sessions (HSC212)

Unit summary

Who is this unit for?
This unit is for those who support pupils during therapy sessions such as for speech and language or physiotherapy. It involves working under the direction of a qualified therapist to support him/her to run therapy sessions and may involve supporting the pupil to practise therapy exercises between sessions run by the therapist.

What is this unit about?
This unit is about supporting therapists and individuals before, during and following therapy sessions. It covers preparations for the therapy session, supporting therapy sessions and contributing to the review of therapy sessions.

This unit contains three elements:

14.1 Prepare and maintain environments, equipment and materials prior to, during and after therapy sessions
14.2 Support individuals prior to and within therapy sessions
14.3 Observe and provide feedback on therapy sessions

Linked units
Unit 042 (STL) Support pupils with sensory and/or physical needs

Place in qualifications
This unit is an optional unit in the level 2 NVQ/SVQ in Supporting Teaching and Learning in Schools.

It is also an optional unit in the level 2 NVQ/SVQ in Health and Social Care.

Origin of this unit
This unit is taken from the National Occupational Standards in Health and Social Care where it appears as unit HSC212.
### Glossary of terms used in this unit

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active support</td>
<td>Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence.</td>
</tr>
<tr>
<td>Individuals</td>
<td>The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter.</td>
</tr>
<tr>
<td>Key people</td>
<td>Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being.</td>
</tr>
<tr>
<td>Others</td>
<td>Are other people within and outside your organisation that are necessary for you to fulfil your job role.</td>
</tr>
<tr>
<td>Rights</td>
<td>The rights that individuals have to:</td>
</tr>
<tr>
<td></td>
<td>• be respected</td>
</tr>
<tr>
<td></td>
<td>• be treated equally and not be discriminated against</td>
</tr>
<tr>
<td></td>
<td>• be treated as an individual</td>
</tr>
<tr>
<td></td>
<td>• be treated in a dignified way</td>
</tr>
<tr>
<td></td>
<td>• privacy</td>
</tr>
<tr>
<td></td>
<td>• be protected from danger and harm</td>
</tr>
<tr>
<td></td>
<td>• be cared for in a way that meets their needs, takes account of their choices and also protects them</td>
</tr>
<tr>
<td></td>
<td>• access information about themselves</td>
</tr>
<tr>
<td></td>
<td>• communicate using their preferred methods of communication and language</td>
</tr>
</tbody>
</table>
Unit 014  Support individuals during therapy sessions (HSC212)

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

1  **Key people:**
   a  family
   b  friends
   c  carers
   d  others with whom the individual has a supportive relationship

2  **Take appropriate action** should be in accordance with legal and organisational requirements and may include:
   a  reporting to your line manager
   b  contacting the therapist
   c  stopping the therapy

3  **Therapy sessions** include:
   a  occupational therapy
   b  physiotherapy
   c  behavioural therapy
   d  other therapeutic programmes, eg. for speech and language
Support individuals during therapy sessions (HSC212)

Prepare and maintain environments, equipment and materials prior to, during and after therapy sessions

Performance criteria

You need to:

P1 identify, with the support of others, the preparation needed for therapy, and how the environment will be restored, following therapy sessions

P2 identify your role and responsibilities in the preparation and address any risk and safety requirements

P3 prepare yourself, the environment and materials as instructed

P4 following the activities, restore the environment, and clean and store materials according to legal and organisational and safety procedures and agreements

P5 report any damage to materials, equipment or in the environment immediately, and according to organisational procedures and practices
Unit 014  Support individuals during therapy sessions (HSC212)

Element 14.2  Support individuals prior to and within therapy sessions

Performance criteria

You need to:

P1  work with individuals to identify their preferences, concerns and issues about participating in therapy sessions and agree any special requirements

P2  reassure individuals about the nature and content of the therapy sessions

P3  highlight concerns and issues you are unable to resolve to the therapist, seeking their support to allay the individuals’ fears

P4  support specialist practitioners and therapists to run therapy sessions

P5  follow therapists’ directions precisely when carrying out activities that therapists have delegated to you

P6  provide active support for individuals within therapy sessions, taking account of their needs, preferences and abilities

P7  take appropriate action if the individual has any difficulties and/or you observe any significant changes

P8  review, agree and implement any adjustments that are needed to maximise the individual’s participation and the effectiveness of the therapy sessions
Unit 014  Support individuals during therapy sessions  
(HSC212)

Element 14.3  Observe and provide feedback on therapy sessions

Performance criteria

You need to:

P1  agree with individuals and others the observations that need to be made and the scope of your responsibility

P2  work with individuals to identify the effectiveness of the therapy sessions on their health and social well-being

P3  follow agreed arrangements for the observation of individuals prior to, during and after therapy sessions

P4  check your observations with appropriate people and against agreed outcomes

P5  identify any issues or problems in relation to the therapy sessions

P6  work with individuals, key people and others to identify and agree changes to the therapy sessions

P7  record and report on therapy sessions within confidentiality agreements and according to legal and organisational requirements
Unit 014 Support individuals during therapy sessions
(HSC212)
Knowledge and understanding

You need to know and understand:

Values

K1 legal and organisational requirements on equality, diversity, discrimination and rights when supporting during therapy sessions

K2 how to provide active support and promote the individual's rights, choices and well-being when supporting them to take part in therapy sessions

Legislation and organisational policy and procedures

K3 codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to take part in therapy sessions

K4 current local, UK and European legislation, and organisational requirements, procedures and practices for:
   a accessing records
   b recording, reporting, confidentiality and sharing information, including data protection
   c health, safety, assessing and managing risks associated with supporting individuals prior to, during and after therapy sessions
   d supporting individuals prior to, during and after therapy sessions

Theory and practice

K5 key changes that may occur to individuals with whom you work and actions to take in these circumstances

K6 the impact of stress and fear on behaviour and the individual's ability to take part in and use therapy sessions effectively

K7 the conditions and impairments that the therapy is addressing

K8 the benefits and problems that might occur prior to, during and after therapy sessions

K9 the outcomes that therapy sessions aim to achieve for individuals

K10 the best ways of supporting the individuals through therapy sessions

K11 how to form a supportive relationship with individuals to enable them to benefit as much as possible from the therapy

K12 how to observe and record observations to support therapy sessions

K13 the key signs of problems and difficulties that need to be reported to the therapist
K14 how to involve the individual in collecting information about their experience of the therapy and its outcomes

K15 how to deal with conflicts arising prior to, during and after therapy sessions

K16 the risks, dangers and difficulties associated with different equipment and materials and in relation to specific individuals
Unit 014  Support individuals during therapy sessions  
(HSC212)  
Unit evidence requirements

Evidence Requirements for this unit:  
You must provide your assessor with evidence for all the performance criteria and all the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:  
Simulation is not permitted for this unit

The nature of this unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the Supporting and Learning Sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the required assessment method to be used to evidence some part of each element in this unit.

If your assessor is unable to observe you they will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this likely to provide most of the evidence for the performance criteria for the element in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:  
The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

14.1 Performance criteria 5  
14.2 Performance criteria 3, 7  
14.3 Performance criteria 5

Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all performance criteria and knowledge requirements are met and that the consistency of your performance can be established.
• **Expert Witness Testimony:** Your assessor may identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. The identified expert will watch you undertaking real work activities and this will supplement assessor observation.

• **Witness Testimony:** Colleagues, allied professionals, teachers, support staff, parents/carers may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

• **Work Products:** These are non-confidential records made, or contributed to by you.

• **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio.

• **Questioning/Professional Discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded.
  Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

• **Original Certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and ensure that you have retained and can apply learning to practice.

• **Case Studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement for your NVQ. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective/self account to provide some of the performance evidence for this unit.
Unit 015 Support children and young people’s play (PW2)

Unit summary

Who is this unit for?

This unit is for those who support or supervise children or young people’s play and recreational activities. It is suitable for those working in any kind of school setting including secondary schools.

What is this unit about?

This unit is about providing opportunities for children and young people to experience a variety of play environments that stimulate them and provide opportunities for risk, challenge and personal growth.

This unit contains four elements:

15.1 Create a range of environments for children and young people’s play
15.2 Offer a range of play opportunities to children and young people
15.3 Support children and young people’s rights and choices in play
15.4 End play sessions

Linked units

Unit 010 (STL) Support children’s play and learning
Unit 054 (STL) Plan for and support self-directed play

Place in qualifications

This unit is an optional unit in the level 2 NVQ/SVQ in Supporting Teaching and Learning in Schools.

It is also:

- a mandatory unit in the level 2 NVQ/SVQ in Playwork
- an optional unit in the level 2 NVQ/SVQ in Children’s Care, Learning and Development
- an optional unit in the level 2 award/certificate in Support Work in Schools (pilot)

Origin of this unit

This unit is taken from the National Occupational Standards in Playwork, where it appears as PW2.
### Glossary of terms used in this unit

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Additional needs</strong></td>
<td>disabilities, physical, educational, emotional or behavioural needs</td>
</tr>
<tr>
<td><strong>Creative play</strong></td>
<td>play that is inventive and/or productive, eg. writing, construction, artwork, music</td>
</tr>
<tr>
<td><strong>Cultural play</strong></td>
<td>play that celebrates and/or raises awareness of different cultures and their values and practices</td>
</tr>
<tr>
<td><strong>Environmental play</strong></td>
<td>play which involves and/or raises awareness of natural elements and/or wildlife and their survival</td>
</tr>
<tr>
<td><strong>Ground rules</strong></td>
<td>agreed rules for a play opportunity; this will usually cover issues such as behaviour, health and safety, cooperation, respect or other issues requested by the children and young people</td>
</tr>
<tr>
<td><strong>Imaginative play</strong></td>
<td>play that involves ‘pretend’ roles or acting out fantasy situations</td>
</tr>
<tr>
<td><strong>Play cues</strong></td>
<td>facial expressions, language or body language that communicate the child or young person’s wish to play or invite others to play</td>
</tr>
<tr>
<td><strong>Play environment</strong></td>
<td>environments with resources that stimulate the child or young person to play</td>
</tr>
<tr>
<td><strong>Play setting</strong></td>
<td>anywhere where children or young people play, for example, an indoor play centre or adventure playground</td>
</tr>
<tr>
<td><strong>Physical play</strong></td>
<td>play that is physically active, eg. football or rounders, tag</td>
</tr>
<tr>
<td><strong>Relevant laws</strong></td>
<td>laws that are relevant to the setting such as the Health and Safety at Work Act, Control of Substances Hazardous to Health regulations, the Children Act</td>
</tr>
<tr>
<td><strong>Requirements of your organisation</strong></td>
<td>the procedures and policies of your setting as they apply to children and young people’s rights, health and safety</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>equipment and materials that will stimulate play: natural materials (such as earth, water, sand, clay or wood); construction materials (such as blocks); computer and IT equipment; communication resources (resources to support speaking, listening, reading and writing); ‘loose parts’ (items that can be moved from place to place, carried, rolled, lifted, piled one on top of the other or combined to create new structures or experiences); real tools (such as carpentry or cooking equipment); bikes, trolleys, swings, climbing structures and ropes; paints, drawing equipment, modelling and fabrics; music, colours, scientific and mathematical equipment (such as clocks and calendars); dressing up materials, mirrors, cameras, videos to enable children to explore their own identity; items or experiences (such as poetry and literature) that allow for reflection about abstract concepts</td>
</tr>
</tbody>
</table>
Unit 015 Support children and young people's play (PW2)

Element 15.1 Create a range of environments for children and young people’s play

Performance criteria

You need to:

P1 ask children and young people what they want in their play environments

P2 use feedback about play environments that children and young people have given previously

P3 identify children and young people's play needs

P4 create play environments that meet the children and young people's needs in the setting

P5 make sure play environments provide challenge, stimulation and the potential for the children and young people's personal growth

P6 make sure there is sufficient flexibility, variety and choice of resources

P7 wherever possible, involve the children and young people in creating the play environments

P8 make sure that the play environments meet the requirements of your organisation and relevant laws

Scope

1 Children and young people
   a with additional needs
   b from differing social backgrounds
   c from differing cultural backgrounds
   d boys
   e girls

2 Age groups
   a 4–7 years
   b 8–12 years
   c 13–16 years

4 Setting
   a indoor
   b outdoor

5 Resources
   a equipment
   b materials
3 Play environment for

a physical play  
b environmental play  
c creative play  
d cultural play  
e imaginative play
Unit 015  Support children and young people’s play (PW2)

Element 15.2  Offer a range of play opportunities to children and young people

Performance criteria

You need to:

P1  discuss and agree ground rules for play opportunities with the children and young people, making sure any changes are in line with your organisation’s policies and procedures

P2  encourage and support the children and young people to explore and choose play opportunities for themselves

P3  offer new ideas and resources for children and young people’s play

P4  encourage the children and young people to adapt the ideas and resources to meet their own needs

Scope

1  Play opportunities
   a  physical
   b  environmental
   c  creative
   d  cultural
   e  imaginative

2  Children and young people
   a  with additional needs
   b  from differing social backgrounds
   c  from differing cultural backgrounds
   d  boys
   e  girls
3 Age groups
   a  4–7 years
   b  8–12 years
   c  13–16 years
Unit 015  Support children and young people’s play (PW2)

Element 15.3  Support children and young people’s rights and choices in play

Performance criteria

You need to:

P1  make sure that all the children and young people can play in a self-directed way whilst respecting the rights of others

P2  encourage the children and young people to extend themselves through play without undermining their confidence and self-esteem

P3  encourage children and young people to explore and direct play environments for themselves

P4  provide support to children and young people in a way that does not undermine their personal control and involvement

P5  respond to children and young people’s play cues

P6  take part in play when this is what children and young people want

Scope

1  Children and young people
   a  with additional needs
   b  from differing social backgrounds
   c  from differing cultural backgrounds
   d  boys
   e  girls

2  Age groups
   a  4–7 years
   b  8–12 years
   c  13–16 years

3  Play environments
   a  physical play
   b  environmental play
   c  creative play
d cultural play

e imaginative play
Unit 015  Support children and young people's play (PW2)

Element 15.4  End Play Sessions

Performance criteria

You need to:

P1  end the play session in a way that is appropriate to the children and young people, their level of involvement and the requirements of your play setting

P2  enable children to give feedback on the play opportunities and environments and note this feedback for future sessions

P3  follow your organisation’s procedures for ensuring the safety of the children and young people on departure

P4  follow your organisation’s procedures for tidying up the play environment and dealing with resources

P5  complete all required records

Scope

1  Children and young people
   a  with additional needs
   b  from differing social backgrounds
   c  from differing cultural backgrounds
   d  boys
   e  girls

2  Age groups
   a  4–7 years
   b  8–12 years
   c  13–16 years
Unit 015  Support children and young people's play (PW2)
Knowledge and understanding

You need to know and understand:

K1 the assumptions and values of playwork relevant to this unit
K2 the importance of play to children and young people's development
K3 why children and young people's play should be self-directed
K4 why play opportunities should focus on children and young people’s needs
K5 why it is important to ask children and young people about what they want in their play environments
K6 how to identify children and young people’s play needs
K7 the types of play environment that stimulate children and young people’s play and the role that you can play in helping to provide that environment
K8 the importance of risk and challenge in children and young people's play and how to balance these against requirements for health and safety
K9 why children and young people need variety and choice in the play setting
K10 the importance of planning play opportunities that are flexible and easily adapted by the children and young people to their own needs
K11 why children and young people should be involved in creating play environments and how to gain their involvement
K12 the requirements of your organisation that are relevant to creating play environments
K13 the basic requirements of relevant laws that you need to follow when creating play environments
K14 why it is important to offer play opportunities whilst respecting the children and young people’s right to explore and adapt the opportunity to their own needs
K15 why it is important to involve children and young people in discussing and agreeing ground rules
K16 why it is important to encourage children and young people to explore, choose and adapt play opportunities for themselves
K17 how to balance the rights of the child or young person to play in a self-directed way against the rights of others

K18 the types of support that children and young people might need to adapt a play opportunity and how to provide this support without taking control

K19 why children and young people should extend themselves through play and how to encourage this

K20 the dangers of pushing children and young people too far and undermining their confidence and self-esteem and the signs that this may be happening

K21 the types of support that children and young people may need during play

K22 how to identify when children and young people need support during a play opportunity

K23 why it is important to provide support without undermining the children and young people’s personal control of their play

K24 children and young people’s play cues and why it is important to respond to these sensitively

K25 situations in which your own involvement in play could increase the children and young people’s involvement and stimulation and situations where it could have the opposite effect

K26 how to bring a play session to an end in a way that respects the children and young people’s needs and involvement but meets the requirements of your play setting

K27 your organisation’s procedures for tidying up the play setting and dealing with the resources

K28 your organisation’s procedures for children and young people’s departure

K29 your organisation’s record keeping procedures
Unit 015  Support children and young people's play (PW2)
Unit evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for all the performance criteria and all the knowledge.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation is not permitted for this unit

The nature of this unit means that all of your evidence must come from real work activities.

The evidence must include the following:

15.1 creating play environments for four of the types of children and young people from two of the age groups, all types of play environment, play environments in both types of setting, and providing both types of resources.

15.2 all types of play opportunities to four of the types of children and young people from two of the age groups

15.3 supporting the rights and choice of four of the types of children and young people from two of the age groups and all types of play environments.

15.4 ending play sessions involving four types of children and young people from two of the age groups.

In addition there must be evidence to show that you have the necessary knowledge and skills to cover all the types of context listed in the scope for each of the four elements.

If your assessor is unable to observe you they will identify an expert witness in your workplace who will provide testimony of your work-based performance.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the Supporting and Learning Sector

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness testimony are the required assessment methods to be used to evidence some part of each element in this unit.
If your assessor is unable to observe they will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the performance criteria in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

**Other sources of performance and knowledge evidence:**
The following performance criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities that would best be evidenced by other means:

15.1 performance criteria 7  
15.2 performance criteria 1  
15.3 performance criteria 6

Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and that the consistency of your performance can be established.

- **Expert Witness testimony:** Your assessor may identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. The identified expert will watch you undertaking real work activities and this will supplement assessor observation.

- **Witness Testimony:** Colleagues, allied professionals, teachers, support staff, parents/carers may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Work products:** These are usually non-confidential records made, or contributed to by you.

- **Confidential records:** These may be used as evidence but must not be placed in your portfolio, they must remain in their usual location and be referred to in assessor records in your portfolio.

- **Questioning/professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful in providing evidence to show you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

- **Original certificates and other evidence of prior experience and learning:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.

- **Case Studies, projects, assignments and reflective / candidate accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit. eg measuring your effectiveness in supporting children and young people’s rights and choices in play, how you respond to children with different needs and backgrounds.
Unit 016 Provide displays (IL3/10)

Unit summary

Who is this unit for?

This unit is for those who set up, maintain and dismantle displays. In the context of a school the displays will generally be designed to support teaching and learning and/or celebrate achievement.

What is this unit about?

This unit is about setting up and removing displays. It involves 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 ensuring the display is safe, keeping it tidy and removing the display when it is no longer required.

In schools, the teacher would advise on the purpose, content and nature of displays and pupils will be active participants in providing materials for display.

This unit contains two elements:

16.1 Set up displays
16.2 Maintain and dismantle displays

Place in qualifications

This unit is an optional unit in both the level 2 and level 3 NVQ/SVQ in Supporting Teaching and Learning in Schools.

It is also:

- an optional unit in the level 3 NVQ/SVQ in Information and Library Services
- an optional unit in the level 3 Certificate/Diploma in Support Work in Schools (pilot)

Origin of this unit

This unit is taken from the National Occupational Standards in Information and Library services where it appears as unit IL3/10.
## Glossary of terms used in this unit

<table>
<thead>
<tr>
<th>Displays</th>
<th>the arrangement of material (graphic, text and/or objects) into an assembly specifically intended to attract users’ attention and interest, or to provide information, or to educate - or a combination of these. Displays may be wall mounted or free-standing: they may be permanent or temporary. The display must be designed with a specific purpose in mind.</th>
</tr>
</thead>
<tbody>
<tr>
<td>certain items of information kept permanently on display are not considered displays for the purpose of this unit: for example, notices, fire precautions, directions to locations.</td>
<td></td>
</tr>
<tr>
<td>Purpose of the display</td>
<td>what the display aims to achieve, for example:</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>• learning resource</td>
<td>• archive material or facsimile</td>
</tr>
<tr>
<td>• celebrating achievement</td>
<td>• signs and explanations</td>
</tr>
<tr>
<td>• celebrating diversity</td>
<td>• leaflets and supplementary material</td>
</tr>
<tr>
<td>• promoting a sense of community and belonging</td>
<td>• general promotional material, in schools, pupils will be involved in making and acquiring materials for display.</td>
</tr>
<tr>
<td>• improving the environment</td>
<td>• providing information</td>
</tr>
<tr>
<td>• to prompt feedback</td>
<td>• to prompt feedback</td>
</tr>
</tbody>
</table>
Unit 016  Provide displays (IL3/10)
Element 16.1  Set up displays

**Performance criteria**

**You need to:**

P1  identify the purpose of the display clearly

P2  devise the design and content of the display to maintain an appropriate balance between effective visual presentation and security of material

P3  obtain and create material and equipment for the display

P4  locate the display in an appropriate and accessible place for users

P5  display all relevant material

P6  ensure that the display is stable and safe

P7  determine the optimum time duration for the display, by reference to its theme, purpose and materials used
Unit 016   Provide displays (IL3/10)
Element 16.2   Maintain and dismantle displays

Performance criteria

You need to:

P1 keep the display tidy, clean and correctly laid out
P2 monitor the display regularly for stability and safety, and take appropriate action if required
P3 evaluate the display regularly for its continuing usefulness and attractiveness
P4 add to, amend and up-date the display as required by its theme and use
P5 remove the display as soon as it is no longer required
Unit 016  Provide displays (IL3/10)
Knowledge and understanding

You need to know and understand:

K1 how to select materials to include in the display
K2 how to protect the material on display from damage or theft
K3 how to determine the duration of the display
K4 what the purpose and theme of the display is
K5 what health and safety implications there may be for the display
K6 what the organisation’s policy is for the display of different material, e.g. as a learning resource, creating a sense of community, creating a sense of ownership, etc.
K7 where to obtain material and equipment for the display
K8 where to locate displays for optimum impact and accessibility
K9 who the display is aimed at
K10 how to evaluate the display for its usefulness and attractiveness
K11 what action to take if the display is unsafe
K12 what materials are required to restock the display and from where to obtain them
K13 how to safely remove the display
Unit 016  Provide displays (IL3/10)
Unit evidence requirements

Evidence Requirements for this unit

You must provide your assessor with evidence for all the performance criteria and all the knowledge.

The evidence must be provided in the following ways taking into account any of the special considerations below

Special Considerations

Simulation is not permitted for this unit

The nature of this unit means that all of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Supporting and Learning Sector.

Required sources of performance and knowledge evidence

Observation is a required assessment method to be used to evidence some part of this unit.

Your assessor will observe you in real work activities and this is likely to provide most of the evidence for the performance criteria in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence

Some performance criteria may be difficult to evidence because they refer to the contingences or infrequently occurring activities or would best be evidenced by other means. Where this is the case your assessor will identify the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all the performance criteria and knowledge requirements are met and that the consistency of your performance can be established.

- **Expert Witness Testimony:** Your assessor may identify an expert witness in your workplace, who meets the requirements for fulfilling this role and who can therefore provide testimony of your work-based performance. The identified expert will watch you undertaking real work activities and this will supplement assessor observation.

- **Witness Testimony:** Colleagues, allied professionals, teachers, support staff, parents/carers may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

- **Work Products:** These are non-confidential records made, or contributed to by you.
• **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio.

• **Questioning/Professional Discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.

• **Original Certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and ensure that you have retained and can apply learning to practice.

• **Case Studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement for your NVQ. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective/self account to provide some of the performance evidence for this unit.
Unit 017 Invigilate tests and examinations

Unit summary

Who is this unit for?

This unit is for those who invigilate external and internal tests and examinations, including module tests, practical and oral examinations, under formal conditions.

What is this unit about?

This unit is about running tests and examinations in the presence of the candidates. It includes preparing the examination room and resources, bringing candidates into the room, and running the test or examination session according to the centre’s procedures. It also covers dealing with specific situations such as access arrangements, emergencies and suspicion of malpractice.

This unit contains two elements:

17.1 Prepare to run tests and examinations
17.2 Implement and maintain invigilation requirements

Place in qualifications

This unit is an optional unit in both the level 2 and level 3 NVQ/SVQ in Supporting Teaching and Learning in Schools.

Origin of this unit

This is a new unit developed specifically for supporting teaching and learning in schools.
Glossary of terms used in this unit

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access arrangements</td>
<td>the arrangements made by the centre and agreed by the awarding body, if</td>
</tr>
<tr>
<td></td>
<td>appropriate, for candidates with additional needs, eg. reading assistance,</td>
</tr>
<tr>
<td></td>
<td>scribe, sign interpreter</td>
</tr>
<tr>
<td>Examination room</td>
<td>the place where the test or examination takes place</td>
</tr>
<tr>
<td>Invigilate</td>
<td>conduct a test or examination session in the presence of candidates</td>
</tr>
<tr>
<td>Requirements for the</td>
<td>the required number and positioning of desks/work stations, display of</td>
</tr>
<tr>
<td>conduct of tests and</td>
<td>notices, seating plan, clock, centre number, instructions for candidates</td>
</tr>
<tr>
<td>examinations</td>
<td>and attendance register. The requirements for the conduct of tests and</td>
</tr>
<tr>
<td></td>
<td>examinations would also include consideration of health and safety</td>
</tr>
<tr>
<td></td>
<td>arrangements and environmental conditions such as heating, lighting,</td>
</tr>
<tr>
<td></td>
<td>ventilation and the level of outside noise</td>
</tr>
<tr>
<td>Specific requirements</td>
<td>additional requirements in relation to further guidance, erratum notices,</td>
</tr>
<tr>
<td></td>
<td>supervision of individual candidates between tests or examinations, and</td>
</tr>
<tr>
<td></td>
<td>access arrangements</td>
</tr>
</tbody>
</table>
Unit 017  Invigilate tests and examinations  
Element 17.1  Prepare to run tests and examinations

Performance criteria

You need to:

P1 ensure that the room meets the requirements for the conduct of tests or examinations

P2 obtain and/or confirm that supplies of authorised stationery and materials are available in the examination room, including the correct test or examination papers

P3 identify and comply with any specific requirements for the test or examination and/or the candidates involved

P4 ensure at all times the safe custody of question papers and other test or examination materials

P5 check and confirm the health and safety arrangements for the examination room

P6 check that any emergency communication system is available and functioning

P7 have the examination room ready to admit candidates at the scheduled time

P8 follow the centre's procedure for admitting candidates into the room and for checking the identity of the candidates

P9 ensure that no inadmissible equipment or materials are brought into the examination room

P10 confirm candidates are seated according to the seating plan

P11 ensure that candidates have the correct papers and materials
Unit 017 Invigilate tests and examinations
Element 17.2 Implement and maintain invigilation requirements

Performance criteria

You need to:

P1 ensure that all rules and regulations relating to the conduct of tests and examinations are strictly applied and followed

P2 issue clear and unambiguous instructions to candidates at the start of the test or examination

P3 complete the attendance register in accordance with the centre’s requirements

P4 follow the centre’s procedures for dealing with:
   a any queries from candidates
   b any disruptive behaviour or irregular conduct
   c candidates who want or need to leave the examination room during the test or examination
   d any health, safety or security emergencies

P5 refer any issues or problems outside of your responsibility or competence to deal with to the appropriate person

P6 follow the centre’s procedures for ending tests and examinations, collecting papers and allowing candidates to leave the examination room

P7 complete test and examination records in accordance with the centre’s procedures
Unit 017 Invigilate tests and examinations
Knowledge and understanding

You need to know and understand:

K1 the centre's tests and examinations policy

K2 procedures and regulations for the conduct of external examinations and any inspection procedures related to this

K3 your own role in the test and examination process and how this relates to the role of others including the examinations officer, other invigilators and subject teachers

K4 the role of special educational needs staff and/or others in handling access arrangements

K5 what sorts of access arrangements may be required and the implications for invigilation of tests and examinations

K6 the correct procedures for setting up an examination room

K7 what stationery and equipment is authorised for use during tests and examinations and your responsibility for arranging supplies

K8 the health and safety arrangements for the examination room, eg. location of fire extinguishers and emergency exits

K9 any emergency communication system used by the school and how to use this

K10 what equipment and materials are not allowed to be brought into the examination room and how to ensure these are not brought in

K11 the procedure for dealing with candidates who are not on the test or examination attendance list

K12 the procedure for dealing with candidates who arrive late for a test or examination

K13 how to complete an attendance register including specific requirements for candidates who are withdrawn from the test or examination, not on the register, late or absent

K14 your responsibilities and procedures for dealing with:
   a queries from candidates
   b any disruptive behaviour
   c any actual or suspected malpractice
   d candidates who wish or need to leave the examination room during a test or examination
   e any health, safety or security emergencies
K15 the importance of working within the boundaries of your role and competence and when you should refer to others

K16 the centre's behaviour management policy and how this applies to tests and examinations

K17 where to seek medical assistance in an emergency

K18 the arrangements for escorting candidates who need to leave the examination room during a test or examination

K19 the arrangements for the emergency evacuation of the examination room

K20 how to end tests and examinations when:
   a all candidates are due to finish their test or examination at the same time
   b some candidates are still engaged in a test or examination

K21 why a candidate may need to be supervised between tests and examinations and your role and responsibilities in relation to this

K22 the test and examination records that you need to complete and how to do this
Unit 017 Invigilate tests and examinations
Unit evidence requirements

Evidence Requirements for this unit

You must provide your assessor with evidence for all the performance criteria and all the knowledge.

The evidence must be provided in the following ways taking into account any of the special considerations below

Special Considerations

Simulation is permitted for the following element

17.2 Implement and maintain invigilation requirements – simulation may be used for performance criterion P4D of this element if required, ie for dealing with health, safety or security emergencies.

The nature of this unit means that most of your evidence must come from real work activities. Simulation may be used so long as it meets the criteria for its use. You will find further information on this in the assessment guidance for this N/SVQ qualification.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in Supporting and Learning Sector.

Required sources of performance and knowledge evidence

Observation is a required assessment method to be used to evidence some part of this unit.

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Other sources of performance and knowledge evidence

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- **Case Studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement for your NVQ. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective/self account to provide some of the performance evidence for this unit.
Appendix 1  Accreditation, national frameworks and qualification level descriptors

Guidance overview – Appendices
We have moved all of the generic information relating to N/SVQs into the appendices.

Any qualification specific information – like the mapping tables and sample assignments, and test specifications – should be included in the body of the document.

The following appendices contain generic information only, and should not therefore be amended or deleted.

If you would like help deciding how to design the information which relates to your N/SVQ, please contact Co-ordinated Services.

Please visit the following websites to find information on accreditation, national frameworks and qualification level descriptors in each country.

<table>
<thead>
<tr>
<th>Nation</th>
<th>Who to contact</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td>The Qualifications and Curriculum Authority</td>
<td><a href="http://www.qca.org.uk">www.qca.org.uk</a></td>
</tr>
<tr>
<td>Scotland</td>
<td>The Scottish Qualifications Authority</td>
<td><a href="http://www.sqa.org.uk">www.sqa.org.uk</a></td>
</tr>
<tr>
<td>Wales</td>
<td>The Department for Education, Lifelong Learning and Skills Wales</td>
<td><a href="http://www.new.wales.gov.uk">www.new.wales.gov.uk</a></td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>The Council for Curriculum, Examinations and Assessment</td>
<td><a href="http://www.ccea.org.uk">www.ccea.org.uk</a></td>
</tr>
</tbody>
</table>
Appendix 2  Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as centres.

Centres must meet a set of quality criteria including:
- provision of adequate physical and human resources
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the centre approval process (CAP). Centres also need approval to offer a specific qualification. This is known as the qualification approval process (QAP), (previously known as scheme approval). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for the particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in Providing City & Guilds qualifications - a guide to centre and qualification approval, which is also available on the City & Guilds centre toolkit, or downloadable from the City & Guilds website.

Regional / national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds’ policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in Providing City & Guilds qualifications.

Approval for global online assessment (GOLA)
In addition to obtaining centre and qualification approval, centres are also required to set up a GOLA profile in order to offer online examinations to candidates. Setting up a GOLA profile is a simple process that need only be completed once by the centre.

Details of how to set up the profile and GOLA technical requirements are available on the City & Guilds website (www.cityandguilds.com/e-assessment). The GOLA section of the website also has details of the GOLA helpline for technical queries and downloads for centres and candidates about GOLA examinations.

Centres should also refer to Providing City & Guilds qualifications - a guide to centre and qualification approval for further information on GOLA.
Appendix 3  Summary of City & Guilds assessment policies

Health and safety
The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

Equal opportunities
It is a requirement of centre approval that centres have an equal opportunities policy (see Providing City & Guilds qualifications).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in Providing City & Guilds qualifications, in the Online Catalogue, and is also available from the City & Guilds Customer Relations department.

Access to qualifications on the National Qualifications Framework is open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

Access to assessment
Qualifications on the National Qualifications Framework are open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

City & Guilds' Access to assessment and qualifications guidance and regulations document is available on the City & Guilds website. It provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

Access arrangements are pre-assessment adjustments primarily based on history of need and provision, for instance the provision of a reader for a visually impaired candidate.

Special consideration refers to post-examination adjustments to reflect temporary illness, injury or indisposition at the time of the assessment.
Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier or City & Guilds.

Further information on appeals is given in *Providing City & Guilds qualifications*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.
Appendix 4   Funding

City & Guilds does not provide details on funding as this may vary between regions.

Centres should contact the appropriate funding body to check eligibility for funding and any regional/national arrangements which may apply to the centre or candidates.

For funding regulatory purposes, candidates should not be entered for a qualification of the same type, level and content as that of a qualification they already hold.

Please see the table below for where to find out more about the funding arrangements.

<table>
<thead>
<tr>
<th>Nation</th>
<th>Who to contact</th>
<th>For higher level qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td>The Learning and Skills Council (LSC) is responsible for funding and planning education and training for over 16-year-olds. Each year the LSC publishes guidance on funding methodology and rates. There is separate guidance for further education and work-based learning. Further information on funding is available on the Learning and Skills Council website at <a href="http://www.lsc.gov.uk">www.lsc.gov.uk</a> and, for funding for a specific qualification, on the Learning Aims Database <a href="http://providers.lsc.gov.uk/lad">http://providers.lsc.gov.uk/lad</a>.</td>
<td>Contact the Higher Education Funding Council for England at <a href="http://www.hefce.ac.uk">www.hefce.ac.uk</a>.</td>
</tr>
<tr>
<td>Scotland</td>
<td>Colleges should contact the Scottish Further Education Funding Council, at <a href="http://www.sfc.co.uk">www.sfc.co.uk</a>. Training providers should contact Scottish Enterprise at <a href="http://www.scottish-enterprise.com">www.scottish-enterprise.com</a> or one of the Local Enterprise Companies.</td>
<td>Contact the Scottish Higher Education Funding Council at <a href="http://www.shefc.ac.uk">www.shefc.ac.uk</a>.</td>
</tr>
<tr>
<td>Wales</td>
<td>Centres should contact the Welsh Assembly Government <a href="http://www.learning.wales.gov.uk">www.learning.wales.gov.uk</a></td>
<td>Centres should contact the Welsh Assembly Government <a href="http://www.learning.wales.gov.uk">www.learning.wales.gov.uk</a></td>
</tr>
<tr>
<td></td>
<td>0845 010 3300 – bilingual greeting, or 0845 010 4400 – Welsh language greeting</td>
<td>0845 010 3300 – bilingual greeting, or 0845 010 4400 – Welsh language greeting</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>Please contact the Department for Employment and Learning at <a href="http://www.delni.gov.uk">www.delni.gov.uk</a>.</td>
<td>Please contact the Department for Employment and Learning at <a href="http://www.delni.gov.uk">www.delni.gov.uk</a>.</td>
</tr>
</tbody>
</table>