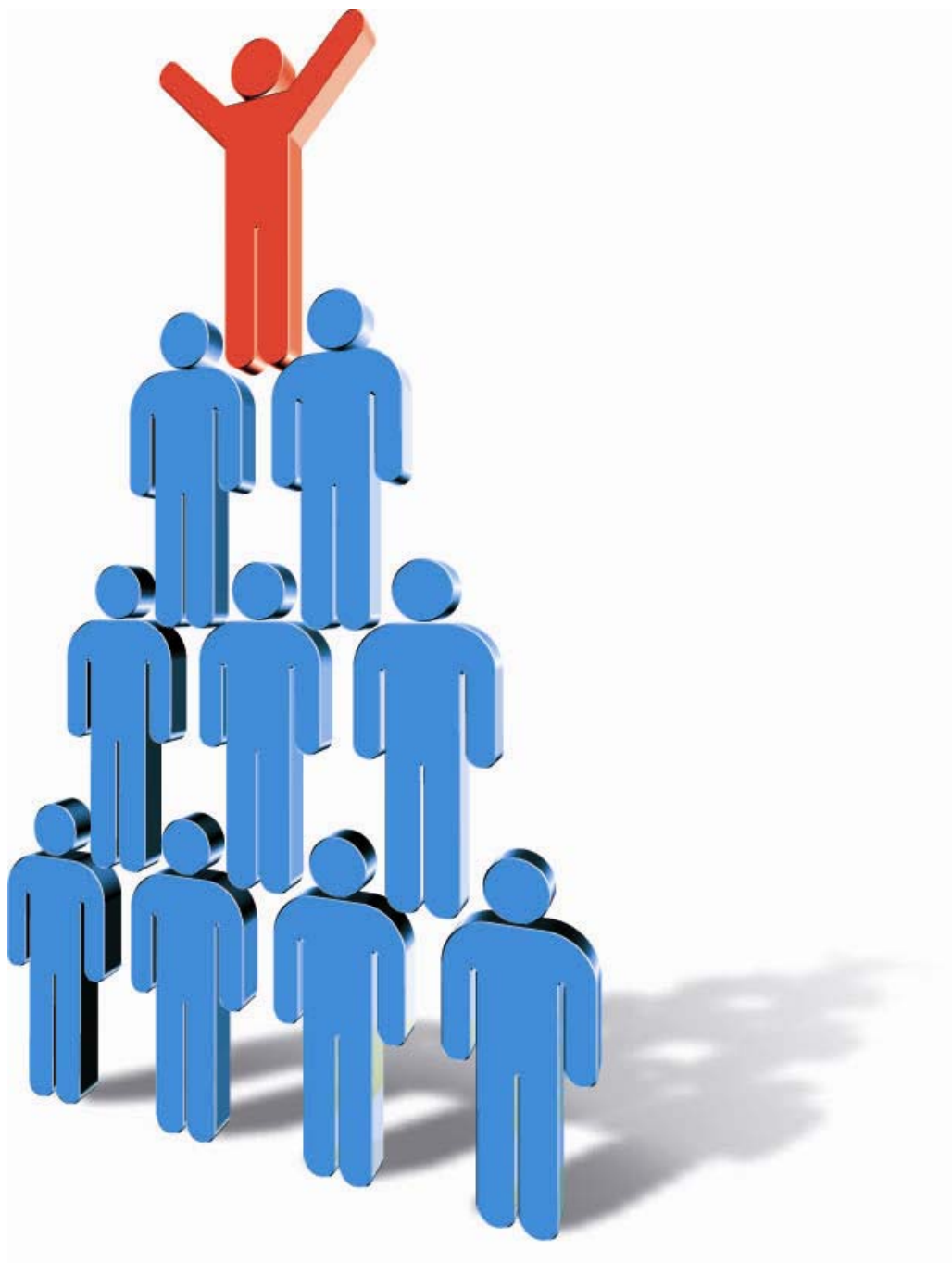


Level 2 Certificate in Supporting Teaching and Learning in Schools (7330)

Qualification handbook
500/6079/X

www.cityandguilds.com
April 2009
Version 2.0 (May 2009)



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1 About this document

This document contains the information that centres need to offer:

Level 2 Certificate in Supporting Teaching and Learning in Schools (7330)

QCA accreditation number

500/6079/X

This document contains:

- centre resource requirements
- candidate entry requirements
- information about links with, and progression to other qualifications
- qualification standards and specifications
- assessment requirements.

2 About the qualification

2.1 Aim of the qualification

Introduction

This qualification is for learning support staff in schools and school-related settings, or those who want to work in that field. It will enable the candidate to build knowledge, understanding and skills appropriate to a range of learning support roles within schools. The qualification provides underpinning knowledge and understanding related to the Level 2 NVQ in Supporting Teaching and Learning in Schools.

It is a Technical Certificate for the Apprenticeship in Teaching and Learning in Schools. For more information on the Apprenticeship, visit the Training and Development Agency for Schools (TDA) website, www.tda.gov.uk, and the Apprenticeships website, www.apprenticeships.org.

To achieve this qualification, candidates are required to complete a number of assignments which underpin both practical and theoretical activities. The assignments provide the opportunity to generate evidence for Key/Core Skills units. See the Key/Core skills signposting in each unit for further details.

Candidates can progress from Level 2 to Level 3 as well as a number of other progression routes (see Candidate Entry and Progression section 3).

Accreditation details

This qualification is accredited by the Qualifications and Curriculum Authority (QCA) at Level 2 of the National Qualifications Framework (NQF).

2 About the qualification

2.2 The structure of the qualification

The table below shows the structure of the qualification and unit combinations required to achieve it.

QCA unit reference	City & Guilds unit number	Unit title	Excluded combination of units (if any)
D/502/4146	001	Provide support for learning activities (STL1)	
H/502/4147	002	Support children's development (STL2)	
K/502/4148	003	Help to keep children safe (STL3)	
M/502/4149	004	Contribute to positive relationships (STL4)	
H/502/4150	005	Provide effective support for your colleagues (STL5)	
	Plus one from the following		
K/502/4151	006	Support literacy and numeracy activities (STL6)	
M/502/4152	007	Support the use of Information and Communication Technology for Teaching and Learning (STL7)	
R/502/5214	008	Provide displays (STL16)	

Certificates of unit credit

Certificates of unit credit (CUC) will be issued to candidates for each successfully completed unit, even if the full qualification is not attempted.

Candidates who do complete a full qualification will receive, in addition to their full certificate/diploma, a CUC for each unit achieved.

2 About the qualification

2.3 Sources of information and assistance

Essential City & Guilds documents

There are 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.
- ***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.

City & Guilds websites

Website	Address	Purpose and content
City & Guilds main website	www.cityandguilds.com	This is the main website for finding out about the City & Guilds group, accessing qualification information and publications.
SmartScreen	www.smartscreen.co.uk	SmartScreen is the City & Guilds online learning support website. It gives registered subscribers access to qualification-specific support materials.
Walled Garden	www.walled-garden.com	The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online.

Contacting City & Guilds by e-mail

The following e-mail addresses give direct access to our Customer Relations team.

e-mail	Query types
learnersupport@cityandguilds.com	all learner enquiries, including <ul style="list-style-type: none">• requesting a replacement certificate• information about our qualification• finding a centre.
centresupport@cityandguilds.com	all centre enquiries
walledgarden@cityandguilds.com	all enquiries relating to the Walled Garden, including <ul style="list-style-type: none">• setting up an account• resetting passwords.

3 Candidate entry and progression

Candidate entry requirements

There are no formal entry requirements for candidates undertaking this qualification. However, centres must ensure that candidates have the potential and opportunity to successfully achieve the qualification.

Accreditation of prior learning and experience (APEL)

Accreditation of Prior Learning (APL) and Accreditation of Prior Experience and Learning (APEL) recognise the contribution a person's previous experience could contribute to a qualification.

Age restrictions

This qualification is not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group. 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

The following legal considerations apply to this qualification. Candidates entering the childcare workforce may be legally required to undergo criminal record checks prior to taking up employment/work placement. Centres, employers and placement providers will need to liaise closely with one another to ensure that any requirements for the particular area of work are fully met. As the requirements between sectors and countries may vary, checks should be made with the appropriate regulatory body and/or government department/s if employers or placement providers are uncertain of the requirements.

Progression

Progression opportunities for those successfully completing the Level 2 Certificate in Supporting Teaching and Learning in Schools (7330) include:

- Level 3 Certificate in Supporting Teaching and Learning in Schools (7330)
- Advanced/Apprenticeship in Supporting Teaching and Learning in Schools
- Level 2 NVQ in Supporting Teaching and Learning in Schools
- Level 3 NVQ in Supporting Teaching and Learning in Schools
- Level 2 qualifications in children's care, learning and development, playwork or youth work for those wishing to transfer to other areas of working with children and young people
- Level 3 qualifications in children's care, learning and development
- Higher Level Teaching Assistant (HLTA) status

Those able to meet the initial teacher training (ITT) entry requirements can go on to achieve qualified teacher status (QTS). The minimum entry requirements for any ITT programme are a standard equivalent to grade C in GCSE English language and mathematics. In addition anyone wanting to teach primary or key stages 2/3 (ages 7–14), must also have achieved a standard equivalent to a grade C in a GCSE science subject. All qualified teachers must have a degree. Undergraduate teacher training courses combine a degree with initial teacher training. A UK degree (or equivalent qualification) is required for entry to a postgraduate teacher training course.

In addition there are employment based routes into teaching, including the Graduate Teacher

Programme (GTP) and the Registered Teacher Programme (RTP), which allows candidates to undertake QTS while working in a school.

The TDA website contains details of the different ways to becoming a teacher at **www.tda.gov.uk/Recruit/becomingateacher.aspx**.

Further information about progression routes and qualifications for school support staff is available on the career development framework developed by the TDA. This is available at **www.tda.gov.uk/support/careerdevframework.aspx**

Information about assessment for HLTA status is available at **www.tda.gov.uk/support/hlta.aspx**
A full list of foundation degrees suitable for learning support staff can be found at **www.ucas.com**

Europass Certificate Supplement

A Europass Certificate Supplement is available for the Level 2 Certificate in Supporting Teaching and Learning in Schools (7330).

The Certificate Supplement is part of a European initiative called Europass which aims at facilitating mobility by making it easier to understand skills and qualifications, especially outside the issuing country.

The Certificate Supplement can be used to help learners find a job, get experience or enrol in an education or training programme abroad. It may also assist employers to identify the best applicant to work for their organisation.

The Certificate Supplement sits alongside the official certificate and is supplied by the awarding body which develops the qualification.

For more information on Europass and to download the Certificate Supplement for free, please visit **www.cityandguilds.com/europass**.

4 Centre requirements

4.1 Centre, qualification and fast track approval

City & Guilds qualifications may only be offered by organisations approved by City & Guilds, called centres. This section provides an outline of the process of applying for centre and qualification approval.

Centres must meet a set of quality criteria, which include:

- provision of adequate resources, both physical and human
- effective information management systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems
- adequate opportunities for class based learning.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre, called centre approval (CAP). A centre will also need approval to offer the specific qualification, called qualification approval (QAP). 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 this particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in Providing City & Guilds qualifications, which are also available on the City & Guilds centre resource pack, or downloadable from the City & Guilds website www.cityandguilds.com.

Regional/national offices will support new centres and allocate a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees payable for centre approval.

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. Details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in Providing City & Guilds qualifications.

Centres offering the qualification/s 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.

Centres not yet approved by City & Guilds

To offer this qualification, new centres will need to gain both **centre and qualification approval**. Please refer to Appendix 2 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 Appendix 2 for further information.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the following qualifications: Level 2 and 3 NVQ in Supporting Teaching and Learning in Schools (7329) may apply for approval for the Level 2 Certificate in Supporting Teaching and Learning in Schools (7330) using the **fast track approval form**, available from the City & Guilds website.

Centres may apply to offer the new qualification using the fast track form

- providing 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.

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 current at the time of application.

4 Centre requirements

4.2 Resource requirements

Staff delivering this qualification

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements:

- be technically competent in this area for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
members of staff delivering and assessing the Level 2 Certificate in Supporting, Teaching and Learning in Schools (7330) must abide by the requirements specified for the organisation in which they work by the Institute of Learning (IfL) and Lifelong Learning UK (LLUK)
- staff without the required experience must follow an induction programme, work shadow a qualified/experienced member of the team, and have their assessment decisions countersigned by an experienced member of the team until they have achieved the required qualifications and experience. Records must be maintained for external verification purposes
- staff should have at least a level 2 literacy/numeracy or the equivalent GCSE grade C plus.

There should be a balance of staff who fulfil the qualification/experience requirements to ensure robust assessment and quality assurance.

Please note: Centre staff may undertake more than one role eg tutor and assessor but must never internally verify their own assessments.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge of the occupational area and of best practice in delivery, mentoring, training, assessment and verification remains current, and takes account of any national or legislative developments.

In addition, centre staff should engage in ongoing CPD activities. These may include observation and evaluation of other staff within the delivery team, supervision, professional discussion, standardisation events, case reviews, research, reflective practice, mentoring and attendance at conferences and events.

Staff must fulfil the Institute for Learning (IfL) requirements where appropriate.

4 Centre requirements

4.3 Registration and certification

Administration

Full details of City & Guilds' administrative procedures for this qualification are provided in the *Online Catalogue*. This information includes details on:

- registration procedures
- enrolment numbers
- fees
- entry for examinations
- claiming certification.

Centres should be aware of time constraints regarding the registration and certification periods for the qualification, as specified in the City & Guilds *Online Catalogue*.

Centres should follow all administrative guidance carefully, particularly noting that fees, registration and certification end dates for the qualification are subject to change. The latest News are available on the website (www.cityandguilds.com).

Retaining assessment records

Centres must retain copies of candidate assessment records for at least three years after certification.

Notification of results

After completion of assessment, candidates will receive, via their centre, a 'notification of candidate results', giving details of how they performed. It is **not** a certificate of achievement.

Certificate of unit credit (CUC)

A certificate of unit credit records the successful completion of a unit. Centres can apply for CUCs on behalf of a candidate at any time after they have completed the unit. They do not need to wait until the full programme of study has been completed.

Full certificates

Full certificates are only issued to candidates who have met the full requirements of the qualification, as described in Section 2: The structure of the qualification.

Note: Please also refer to the Certification Request Form in Appendix 4.

4 Centre requirements

4.4 Quality assurance

This information is a summary of quality assurance requirements.

Providing City & Guilds qualifications provides full details and guidance on:

- internal quality assurance
- external quality assurance
- roles and responsibilities of quality assurance staff.

Internal quality assurance

Approved centres must have effective quality assurance systems in place to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance.

Approved centres must have effective quality assurance systems in place to ensure optimum delivery and assessment of qualifications. Quality assurance must cover the whole learner experience.

For this qualification centres must develop an assignment/assessment sampling strategy and plan which must be implemented by all those undertaking the internal verification role. Centres already offering N/SVQs will find that their internal verification process can be adapted to establish an internal quality assurance system for this VRQ.

Full details and guidance on the internal and external quality assurance requirements and procedures, are provided in *Providing City & Guilds qualifications* on the City & Guilds website together with full details of the tasks, activities and responsibilities of quality assurance staff.

In order to fully support learners, centres are currently required to retain copies of learners' assessment and verification records for three years after certification.

External quality assurance

External quality assurance for the qualification will be provided by City & Guilds external verification process.

External verifiers are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External verification is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

To carry out their quality assurance role, external verifiers must have appropriate occupational and verifying knowledge expertise. City & Guilds external verifiers attend training and development designed to keep them up-to-date, facilitate standardisation between verifiers and share good practice.

City & Guilds External Verifiers use electronic report forms designed to provide an objective risk analysis of individual centre assessment and verification practice.

External verifiers:

The role of the external verifier is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments within and between centres by the use of systematic sampling
- regularly visit centres to ensure they continue to meet the centre and qualification approval criteria
- provide feedback to centres and to City & Guilds.

5 Course design and delivery

5.1 Initial assessment and induction

Centres must make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction can be found on the TDA website, **www.tda.gov.uk**.

5 Course design and delivery

5.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a programme.

Centres may design programmes of study in any way that

- best meets the needs and capabilities of their candidates
- meets the requirements of the qualification.

In particular, staff should consider the skills and knowledge related to the National Occupational Standards for Supporting Teaching and Learning in Schools.

City & Guilds recommends that centres address the wider curriculum where appropriate, when designing and delivering the course. Centres should also consider links to Key/Core/Functional Skills and other related qualifications.

5 Course design and delivery

5.3 Data protection, confidentiality and legal requirements

Data protection and confidentiality

Data protection and confidentiality must not be overlooked when planning the delivery of this qualification.

Centres offering this qualification 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*.

Protecting identity

It is extremely important to protect the identity of individuals (adults and 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.

5 Course design and delivery

5.4 Learning and support resources

City & Guilds provides the following resources for this qualification.

Resource	How to access
SmartScreen	www.smartscreen.co.uk

6 Assessment

6.1 Summary of assessment requirements

Assessment of knowledge and skills

Centres may wish to include topics as part of the course programme which will not be assessed through the qualification.

For further information to assist with the planning and development of the programme, please refer to the following:

- Delivery strategies / suggested topics are included in each unit.
- Useful material is available on SmartScreen, www.SmartScreen.com
- There is one assignment per unit, consisting of a series of tasks.

For this qualification, candidates will be required to complete the following assessments:

- **one** assignment for **each** mandatory unit
- **one** assignment for **each chosen** optional unit

City & Guilds provides the following assessments:

Unit No.	Title	Assessment Method	Where to obtain assessment materials
001	Provide support for learning activities	Written assignment	Qualification handbook
002	Support children's development	Written assignment	Qualification handbook
003	How to keep children safe	Written assignment	Qualification handbook
004	Contribute to positive relationships	Written assignment	Qualification handbook
005	Provide effective support for your colleagues	Written assignment	Qualification handbook
006	Support literacy and numeracy activities	Written assignment	Qualification handbook
007	Support the use of Information and Communication Technology for Teaching and Learning	Written assignment	Qualification handbook
008	Provide displays	Written assignment	Qualification handbook

Provision of assignments

The assignments for this qualification are provided in this qualification handbook.

Assignment requirements

Learners must successfully complete all parts of an assignment to the required standard in order to gain a pass grade for each assignment. The assignments have been designed to assess the ability of learners to cover a range of issues associated within each unit. Consequently, it is not appropriate for any parts of an assignment to be omitted, submitted incomplete or of an unsatisfactory standard.

It is important that candidates are fully prepared before undertaking the assignment.

Candidates starting the course after the change is implemented **must** undertake the specified assignment.

For all tasks undertaken in the written assignments, learners must:

- base their assignments on real practical activities where this is required
- demonstrate an awareness of cultural differences
- maintain confidentiality agreements about confidential information
- demonstrate a vigilance in relation to their own health and safety and that of others

City & Guilds does not provide specific guidance on the minimum or maximum length required in each written assignment (number of words). The key issue in the assignments is that learners meet all the assessment criteria in order to gain a pass. However, centres may provide their own guidance to learners about word length if they wish.

Trainers/assessors are reminded of their responsibility to provide written feedback to learners regarding their assignments and not to encourage learners to submit work for final assessment until it is complete and to the appropriate standard required. The forms are available in the marking guidance for centres.

Learners normally have two opportunities to submit each individual assignment. Learners who fail any task should not resubmit work within one week of receiving their result. Centres must provide precise written feedback and where necessary, further learning opportunities to maximise the learner's potential to succeed on their second attempt. Centres must be aware of City and Guilds *Access to assessment* document for special circumstances which can be found on the City & Guilds web site **www.cityandguilds.com**

Time constraints

All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

Grading and marking

Grading of assignments for this qualification is pass or fail.

What the results mean:

- Pass:** is achieved when all assignment tasks have been passed
- Fail:** when, after the second attempt, there are still a significant number of tasks that have not been completed to the required standard.
- Resubmission:** normally learners may resubmit their assignment work once if tasks were failed on the first submission. However, should centres think that a further assessment opportunity would result in a positive outcome for the learner, the centre should advise and seek approval from their external verifier.

7 The Units

Availability of units

The units for this qualification follow.

Unit aim

The aim of this unit is to provide the learner with the knowledge and understanding of how to provide support to the teacher and pupils in order to ensure effective teaching and learning. The learning activities may be for individuals, groups of pupils or the whole class.

List of learning outcomes

This unit has **three** learning outcomes:

1. Understand how to support the teacher in planning learning activities
2. Understand how to support the teacher in delivering learning activities
3. Understand how to support the teacher in evaluating learning activities.

Connections with other qualifications – Key skills/Functional skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving.

Relationship to National Occupational Standards

This unit is related to the National Occupational Standards (NOS) for Supporting Teaching and Learning in Schools (STL).

Assessment details

This unit will be assessed by externally set assignment, internally marked and verified, and externally verified.

Suggested guided learning hours

30

Outcome 1 Understand how to support the teacher in planning learning activities**Assessment criteria**

The learner can:

- 1.1 describe how to support the teacher in planning learning activities
- 1.2 describe the types and style of support given by, and the boundaries of the role of learning support staff
- 1.3 identify national and school policies relevant to learning support staff roles and how this relates to the role of the class teacher.

Outcome 2 Understand how to support the teacher in delivering learning activities**Assessment criteria**

The learner can:

- 2.1 describe how to provide support to the teacher in delivering learning activities
- 2.2 state the types of support that could be given to pupils of different ages and with different needs, for individuals and groups
- 2.3 explain how to monitor pupils' activities and seek advice as appropriate
- 2.4 state important factors that could impact on learning support roles
- 2.5 state factors that promote effective learning.

Outcome 3 Understand how to support the teacher in evaluating learning activities**Assessment criteria**

The learner can:

- 3.1 describe how to support the teacher in evaluating learning activities, referring to pupils' needs, group sizes and barriers to learning
- 3.2 describe how learning support staff could provide feedback to the teacher on learning activities.

Assignment

Write an account of the role of learning support staff in supporting the teacher in planning, delivering and evaluating a learning activity. Refer to national policies (including the National Curriculum), school policies, role descriptors of both learning support staff and class teacher, and the provision made for all pupils' needs. Include references to any problems that might occur and how you could deal with them.

An acceptable format for the completion of this assignment could be to use an extended lesson plan with commentary.

Unit 001 Provide support for learning activities (STL1)

Unit content

In line with the TDA recommendations, the content should cover all the assessment criteria, **but** be broad enough to provide candidates with the overall concept of the role of learning support staff in schools. This will help provide a more holistic approach to the qualification.

Candidates should have knowledge and understanding of:

- roles of learning support staff and their relationship with that of the teacher
- the National Curriculum and how it relates to the role of learning support staff
- providing help and support for both pupils and teacher in planning, delivering and evaluating the learning experience
- types and styles of support used in the classroom to suit a range of pupil needs
- promoting effective learning
- problems that might occur during support and how to deal with them
- monitoring and recording pupils activities
- provide feedback both to pupils and class teacher
- individual pupils needs including cultural diversity
- health and safety issues that relate to care of pupils and staff
- policies relating to inclusion, equal opportunities and rewards and sanctions.

Unit aim

The aim of this unit is to provide the learner with the knowledge and understanding of how to support children's and young people's development from 0-16 years, in partnership with their parents.

List of learning outcomes

There are **three** learning outcomes to this unit.

1. Understand the pattern of development (physical, communication/intellectual, social, emotional and behavioural) from 0-16 years
2. Understand the purpose of careful observations of children/young people and how they can be charted or used
3. Understand how children/young people can be supported in their development.

Connections with other qualifications – Key skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Relationship to National Occupational Standards

This unit is related to the National Occupational Standards (NOS) for Supporting Teaching and Learning in Schools (STL).

Assessment details

This unit will be assessed by externally set assignment, internally marked and verified, and externally verified.

Suggested guided learning hours

30

Outcome 1 Understand the pattern of development (physical, communication/ intellectual, social, emotional and behavioural) for 0-16 years**Assessment criteria**

The learner can:

- 1.1 state the broad pattern of development in each of the following age groups:
3-7 years
7-12 years
12-16 years
- 1.2 identify **five** areas of children's/young people's growth and development
- 1.3 explain the affect that background, health and environment might have on development
- 1.4 describe the role of play in child development

Outcome 2 Understand the purpose of careful observation of children/young people**Assessment criteria**

The learner can:

- 2.1 state the different ways to observe children/young people within the age groups and record.
- 2.2 explain how the observation records can contribute to individuals and groups.
- 2.3 explain why it is important to use a holistic approach when undertaking an observation.
- 2.4 explain why it is important to maintain confidentiality and comply with data protection requirements.

Outcome 3 Understand how children/young people can be supported in their development**Assessment criteria**

The learner can:

- 3.1 select one of the age groups a , b or c , below, and provide evidence on how children/young people in that age group might be supported in their particular stage of development:

a. 3-7 yrs

- identify the essential features of a safe and secure environment that could encourage physical development.
- state how equality of opportunity might be ensured (refer to those with disabilities, SEN and cultural differences)
- identify the social and emotional needs of this age group, and how to encourage risk taking to build confidence and resilience
- state what activities, equipment and materials might be used to develop and support learning

- describe how communication, literacy and mathematical skills could be encouraged and developed at this age.

b. 7 -12 yrs

- identify needs which should be met to promote safe and developmental experiences
- state how you might ensure equality of opportunity (refer to those with disabilities, SEN and cultural differences)
- describe why children in this age group need challenging experiences and the opportunities for meeting this need
- identify situations in which it might be appropriate to encourage and develop literacy, communication and mathematical skills
- describe the personal needs of young people as they enter puberty.

c. 12 -16 yrs

- identify needs which should be met to promote safe and developmental experiences as young people approach adulthood
- state how you might ensure equality of opportunity (refer to those with disabilities, SEN and cultural differences)
- describe the social and emotional needs that should be supported as adolescents approach adulthood
- state why this age group needs meaningful praise and encouragement to build confidence and self esteem
- outline ways in which you could provide a supportive relationship for this age group.

3.2 identify the point of referral for any concerns

3.3 identify significant transitions which occur in children's/young people's lives from 3-16 years.

Assignment

- Design and complete a chart or table to indicate the patterns of development for 3-16 year olds.
- Describe how knowledge of development could provide guidance on the style and type of support offered in the learning experience.
- Explain the importance of a holistic approach to observation. Include different methods of observation and how the records of these could help in the planning process. Make reference to the age group you chose in Outcome 3.1.
- State how children should be supported during significant transitions by the staff involved and appropriate styles of support for 3-16 year olds.

In line with the TDA recommendations, the content should cover all the assessment criteria, **but** be broad enough to provide candidates with the overall concept of the role of support in schools. This will help provide a more holistic approach to the award.

Candidates should have knowledge and understanding of:

- basic outline of the expected problems of children and young peoples development to include: physical, communication, intellectual, social, emotional and behavioural development in **each** of the age groups:
 - birth – 3 years
 - 3-7 years
 - 7-12 years
 - 12-16 years
- the role of play in development
- influences that affect development, background, health, environment and cultural differences
holistic approach to development
- the different methods of observation and how to use the results
- a holistic approach to observations, consider the age appropriate developments
- supporting children and young people through transitions in their lives
- confidentiality, data protection and to whom to refer concerns
- national and local support for parents

Unit aim

The aim of this unit is to provide the learner with the knowledge and understanding of the following: how to keep children/young people safe within the school environment; how to recognise risks and hazards and know to whom they need to be reported, according to the school policies and procedures.

List of learning outcomes

There are **four** learning outcomes to this unit.

1. Understand how to prepare and keep a safe learning environment
2. Understand how to deal with accidents, emergencies and illness
3. Understand how to safeguard children from abuse and the current formalities/procedures to be used
4. Understand how to encourage positive behaviour in pupils.

Connections with other qualifications – Key skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Relationship to National Occupational Standards

This unit is related to the National Occupational Standards (NOS) for Supporting Teaching and Learning in Schools (STL).

Assessment details

This unit will be assessed by externally set assignment, internally marked and verified, and externally verified.

Suggested guided learning hours

30

Outcome 1 Understand how to prepare and keep a safe learning environment

Assessment criteria

The learner can:

- 1.1 describe how to prepare and maintain the layout of a classroom to ensure the health and safety of pupils and staff, listing any special needs equipment
- 1.2 state the relevant health and safety requirements in a school environment and describe risk assessment procedures
- 1.3 state the names of the relevant regulations for the safe use of equipment and materials, including the disposal of all types of waste.

Outcome 2 Understand how to deal with accidents, emergencies and illness

Assessment criteria

The learner can:

- 2.1 state a range of common accidents, emergencies and illnesses, (include those which might relate to diet) which may be found in any school environment
- 2.2 describe emergency procedures for first aid, fire, security incidents and missing pupils
- 2.3 describe personal care routines for pupils, including good hygiene practices.

Outcome 3 Understand how to safeguard children from abuse and the current formalities/procedures to be used

Assessment criteria

The learner can:

- 3.1 state the definition of 'child abuse' and list the **three** main types.
- 3.2 describe the impact of social and environmental factors
- 3.3 describe the procedure for reporting concerns
- 3.4 describe ways in which children/young people can be helped to protect themselves.

Outcome 4 Understand how to encourage positive behaviour in pupils

Assessment criteria

The learner can:

- 4.1 describe how to support and encourage positive behaviour in line with schools' policies and procedures
- 4.2 explain the importance of consistency, and applied boundaries and rules
- 4.3 state adult / pupil ratio for **four** different settings
- 4.4 describe how to respond to children's/young people's challenging behaviour

Assignment

- Draw a plan of a classroom, identifying Health & Safety features and links to the Health & Safety policy.
- Describe how you would help to safeguard pupils from abuse.
- Describe how learning support staff could support positive behaviour according to their role.
- Design a poster or chart to outline procedures for dealing with accidents and emergencies.
- Produce a leaflet for a new learning assistant identifying the safe use of a range of appropriate safety equipment; refer to relevant regulations where appropriate.

Unit 003 Help to keep children safe (STL3)

Unit content

In line with the TDA recommendations, the content should cover all the assessment criteria, **but** be broad enough to provide candidates with the overall concept of the role of support in schools. This will help provide a more holistic approach to the award.

Candidates should have knowledge and understanding of:

- preparation and layout of a classroom, with reference to health and safety
- the value of risk assessment within the school environment
- overview of the regulations for safe use of equipment and materials
- common accidents; emergency procedures for first aid, fire, security incidents and missing pupils
- the personal care routines required by pupils
- child abuse and procedures for reporting concerns
- responding to children's/young people's challenging behaviour
- support and encouragement of positive behaviour in line with school policies
- the pupil / adult ratio needs for various situations
- protective behaviour procedures for adults and pupils
- boundaries of our own role and points of referral.

Unit aim

The aim of this unit is to provide the learner with the knowledge and understanding of how to interact with and respond positively to children, young people and adults, and value people equally.

List of learning outcomes

There are **two** learning outcomes to this unit:

1. Understand how to interact and communicate with, and respond to children
2. Understand how to interact and communicate with, and respond to adults.

Connections with other qualifications – Key skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Relationship to National Occupational Standards

This unit is related to the National Occupational Standards (NOS) for Supporting Teaching and Learning in Schools (STL).

Assessment details

This unit will be assessed by externally set assignment, internally marked and verified, and externally verified.

Suggested guided learning hours

30

Outcome 1 Understand how to interact and communicate with, and respond to children**Assessment criteria**

The learner can:

- 1.1 describe how children/young people develop communication skills from 0-16 yrs and how these skills can affect their behaviour
- 1.2 explain why it is important to provide opportunities for pupils to relate to adults
- 1.3 explain why adults should use effective communication strategies with individuals and groups
- 1.4 explain why it is important to assist children and young people in making choices.

Outcome 2 Understand how to interact and communicate with, and respond to adults**Assessment criteria**

The learner can:

- 2.1 state the main differences between communicating with adults performing different roles, for example, parent; fellow professional; carer
- 2.2 explain why it is important to value adults' views and opinions, and to reassure them of the need to maintain confidentiality
- 2.3 describe communication difficulties and disagreements that might arise with adults, and suggest ways in which these could be resolved.

Assignment

- Describe the key features of effective communication and why it is important for learning support staff to model this when interacting with adults, children and young people.
- Explain how the knowledge of the developmental stages of communication of children / young people could help learning support staff in their role.

Unit 004

Contribute to positive relationships (STL4)

Unit content

In line with the TDA recommendations, the content should cover all the assessment criteria, **but** be broad enough to provide candidates with the overall concept of the role of support in schools. This will help provide a more holistic approach to the award.

Candidates should have knowledge and understanding of:

- Communication skills children/young people develop from 0-16 years
- the importance of the interaction of adults with young people both one to one and in groups
- providing opportunities for pupils to make choices
- awareness of the differences between communication with adults, parents, carers and teaching staff
- the importance of valuing the views and opinions of other adults
- difficulties and disagreements that might arise between the communication of staff and ways in which they could be resolved
- working relationships / team work as provided in staff handbook
- awareness of school guidance policy
- how pupils' difficulties in communicating might affect their behaviour.

Unit 005

Provide effective support for your colleagues (STL5)

Unit aim

The aim of this unit is to provide the learner with the knowledge and understanding needed to be an effective member of the school staff, and work effectively with colleagues.

List of learning outcomes

There are **two** learning outcomes to this unit:

1. Understand how to maintain working relationships with colleagues
2. Understand how to develop own effectiveness in a learning support role.

Connections with other qualifications – Key skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving.

Relationship to National Occupational Standards

This unit is related to the National Occupational Standards (NOS) for Supporting Teaching and Learning in Schools (STL).

Assessment details

This unit will be assessed by externally set assignment, internally marked and verified, and externally verified.

Suggested guided learning hours

30

Outcome 1 Understand how to maintain working relationships with colleagues**Assessment criteria**

The learner can:

- 1.1 state the expectations and boundaries of learning support staff roles in relation to other school staff roles
- 1.2 describe the consultation structure and information exchange for all staff in school
- 1.3 describe school procedures for fostering good working relationships
- 1.4 state the differences between personal and working relationships.

Outcome 2 Understand how to develop own effectiveness in a learning support role**Assessment criteria**

The learner can:

- 2.1 explain the importance of feedback, review and appraisal
- 2.2 describe how learning support staff could reflect on and evaluate own work
- 2.3 state the professional development opportunities that could be available to learning support staff.

Assignment

- Produce a chart **or** diagram showing the information exchange within a school.
- Describe the support available to all members of staff in order to enhance their professional development.
- Explain why it is important to use feedback from others and self-evaluation to inform the development of your practice.
- Produce a chart listing both the similarities and differences of the roles of learning support staff and class teacher.

Unit 005

Provide effective support for your colleagues (STL5)

Unit content

In line with the TDA recommendations, the content should cover all the assessment criteria, **but** be broad enough to provide candidates with the overall concept of the role of support in schools. This will help provide a more holistic approach to the award.

Candidates should have knowledge and understanding of:

- Expectations and requirements of the role of learning support staff in relation to other staff within the school
- staff consultation structure, meetings and appraisals
- how information is distributed within a school
- staff policy for fostering good working relationships
- the difference between personal and working relationships
- reflecting on and evaluating own work
- continuing professional opportunities
- organisational policies for information exchange

Unit aim

This unit is about providing 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; how learning activities are to be organised, and the particular role of learning support staff.

List of learning outcomes

There are **two** learning outcomes to this unit:

1. Understand how to support and develop literacy/English skills
2. Understand how to support and develop numeracy/Maths skills

Connections with other qualifications – Key skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Relationship to National Occupational Standards

This unit is related to the National Occupational Standards (NOS) for Supporting Teaching and Learning in Schools (STL).

Assessment details

This unit will be assessed by externally set assignment, internally marked and verified, and externally verified.

Suggested guided learning hours

30

Outcome 1 Understand how to support and develop literacy/English skills**Assessment criteria**

The learner can:

- 1.1 describe national, local and school Literacy/English policies and programmes of study, appropriate to the setting
- 1.2 identify the strategies and resources appropriate to supporting Literacy/ English
- 1.3 identify the skills/level descriptors expected of all the pupils in any one school year
- 1.4 describe how pupils develop their reading, writing, speaking and listening skills
- 1.5 state the factors that promote and hinder effective learning for all pupils, including Special Educational Needs (SEN) and bilingual pupils.

Outcome 2 Understand how to support and develop numeracy/Maths skills**Assessment criteria**

The learner can:

- 2.1 describe national, local and school Numeracy/Maths policies and programmes of study, appropriate to the setting
- 2.2 identify the strategies and resources appropriate to supporting Numeracy/Maths
- 2.3 identify the skills/level descriptors expected of all the pupils for any one school year
- 2.4 describe how pupils develop mathematical skills
- 2.5 state the factors that promote and hinder effective learning for all pupils, including SEN and bilingual pupils.

Assignment

Locate the place of Literacy and Numeracy within the school curriculum:

- Design a lesson for
 - a Literacy / English for a class or group
- and**
- Numeracy /Maths for a class or group.

For each lesson:

- identify the outcomes for all the pupils, include their ability levels
- describe the strategies and resources you could use to develop and support the pupils
- explain the role of learning support staff.

You may wish to use an extended lesson plan to illustrate your answer.

Design one activity for both numeracy and literacy, and write a rationale for each.

Unit content

In line with the TDA recommendations, the content should cover all the assessment criteria, **but** be broad enough to provide candidates with the overall concept of the role of support in schools. This will help provide a more holistic approach to the award.

Candidates should have knowledge and understanding of:

- national, local and school policies for Numeracy / Maths and Literacy / English
- the programmes of study appropriate to the candidates setting for Numeracy/ Maths and Literacy / English. And have and awareness of skills / level descriptors
- how to develop pupils reading, writing, speaking, listening skills
- factors that promote and hinder learning in both Numeracy / Maths and Literacy / English
- how disabilities, SEN, cultural and bilingual pupils may require additional support in both Numeracy / Maths and Literacy / English
- how to plan a lesson for group and/or a class within the guidance of the Class Teacher
- how to evaluate lessons and provide feedback both to pupils and Class Teacher
- suitable resources, equipment and materials that might be used in Numeracy / Maths and Literacy / English appropriate to the candidate's setting.

Unit 007

Support the use of Information and Communication Technology for Teaching and Learning (STL7)

Unit aim

The aim of this unit is to provide the Learner with the knowledge and understanding of how to provide support for a range of Information and Communication Technology (ICT) resources.

List of learning outcomes

There are **two** learning outcomes to this unit:

1. Understand how to prepare ICT resources for use in teaching and learning
2. Understand how to support the use of ICT resources for teaching and learning

Connections with other qualifications – Key skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Relationship to National Occupational Standards

This unit is related to the National Occupational Standards (NOS) for Supporting Teaching and Learning in Schools (STL).

Assessment details

This unit will be assessed by externally set assignment, internally marked and verified, and externally verified.

Suggested guided learning hours

30

Unit 007

Support the use of Information and Communication Technology for Teaching and Learning (STL7)

Outcome 1 Understand how to prepare ICT resources for use in teaching and learning

Assessment criteria

The learner can:

- 1.1 state the types of ICT resources in schools and describe how they can be used to support learning
- 1.2 describe the relevant legislation, policies and guidance available in relation to the use of ICT
- 1.3 state the requirements a school might have for storage and security of ICT equipment and resources.

Outcome 2 Understand how to support the use of ICT resources for teaching and learning

Assessment criteria

The learner can:

- 2.1 describe the Health & Safety issues, operating requirements and routines for ICT equipment
- 2.2 own level of experience in using ICT equipment
- 2.3 describe how to select a learning package to meet the needs of pupils
- 2.4 describe how to provide guidance and support to develop pupils' development and independence in ICT.

Assignment

- State the types of ICT equipment in school and briefly explain how each is used to support learning. Refer to any relevant legislation and policies relating to their use in school.
- Explain why it is important continually to develop your own level of expertise and how this could affect your contribution to an ICT lesson.
- Select any one computer programme. State the ability level and learning objectives, and produce instruction cards for pupils to use in class.

Unit 007

Support the use of Information and Communication Technology for Teaching and Learning (STL7)

Unit content

In line with the TDA recommendations, the content should cover all the assessment criteria, **but** be broad enough to provide candidates with the overall concept of the role of support in schools. This will help provide a more holistic approach to the award.

Candidates should have knowledge and understanding of:

- the types of ICT resources available within the school and how they may be used to support learning
- the relevant legislation, policies and procedures available in relation to the safe use of ICT
- how the school provides storage and security of equipment and resources
- health and safety issues related to ICT
- how to select suitable programmes for age related learning
- providing guidance and support to pupils encouraging investigation and independence skills
- developing skills to enable learning support staff to provide support to pupils on a continuation.

Unit aim

The aim of this unit is to provide the learner with knowledge and understanding of setting up, maintaining and dismantling 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.

List of learning outcomes

There are **two** learning outcomes to this unit:

- Understand how to set up displays
- Understand how to maintain and dismantle displays.

Connections with other qualifications – Key skills

This unit contributes towards the Key Skills in the following areas:

- Communication
- Working with Others
- Problem Solving

Relationship to National Occupational Standards

This unit is related to the National Occupational Standards (NOS) for Supporting Teaching and Learning in Schools (STL).

Assessment details

This unit will be assessed by externally set assignment, internally marked and verified, and externally verified.

Suggested guided learning hours

30

Outcome 1 Understand how to set up displays**Assessment criteria**

The learner can:

- 1.1 describe the process of deciding on the theme and purpose of a display in consultation with a class teacher
- 1.2 state the factors affecting the location of the display and the relevant Health & Safety issues
- 1.3 describe the process of selecting and obtaining suitable materials and equipment
- 1.4 describe the process of design and content, and creating a sense of ownership, in line with relevant policies.

Outcome 2 Understand how to maintain and dismantle displays**Assessment criteria**

The learner can:

- 2.1 describe the process of determining the duration of the display in consultation with the class teacher
- 2.2 describe how to ensure the display materials could be protected from damage
- 2.3 state how the display could be monitored for stability and safety
- 2.4 evaluate the usefulness of the display as a learning resource, before safely removing.

Assignment

State what types of display you might see in a school, where they might be located and their purpose.

Decide on a theme, purpose and location for a display. Collect the relevant materials and equipment to create your display.

Record the process in stages with the use of a camera or drawings.

Write a short account to include:

- the theme and purpose of the display
- location of the display and relevant health and safety issues
- how you made sure it was stable and safe
- how you would maintain the display
- when and how it would be evaluated
- how it could be dismantled.

Unit 008 Provide displays (STL16)

Unit content

In line with the TDA recommendations, the content should cover all the assessment criteria, **but** be broad enough to provide candidates with the overall concept of the role of support in schools. This will help provide a more holistic approach to the award.

Candidates should have knowledge and understanding of:

- purpose of displays in different areas within the school
- how displays are used in the learning process
- how to access materials from different sources including what is available within school, or on loan from libraries and local education authorities
- what resources are available from the internet and educational magazines
- how to be selective in use of materials
- ways in which to provide attractive and interesting designs
- Health & Safety in line with school policies
- ways to protect the display for stability and safety
- evaluating the usefulness of the display
- use the use of ICT skills
- how to dismantle and store materials for future use
- the 'Safety at Work Act' in relation to putting up displays.

Appendix 1 Accreditation, national frameworks and qualification level descriptors

Please visit the following websites to find information on accreditation, national frameworks and qualification level descriptors in each country.

Nation	Who to contact	Website
England	The Qualifications and Curriculum Authority	www.qca.org.uk
Scotland	The Scottish Qualifications Authority	www.sqa.org.uk
Wales	The Department for Education, Lifelong Learning and Skills Wales (DELLS)	www.wales.gov.uk
Northern Ireland	The Council for Curriculum, Examinations and Assessment	www.ccea.org.uk

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 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 and/or City & Guilds.

Further information on appeals is given in *Providing City & Guilds qualifications*. There is also information on appeals for centres and candidates 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.

Nation	Who to contact	For higher level qualifications
England	<p>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.</p> <p>Further information on funding is available on the Learning and Skills Council website at www.lsc.gov.uk and, for funding for a specific qualification, on the Learning Aims Database http://providers.lsc.gov.uk/lad.</p>	<p>Contact the Higher Education Funding Council for England at www.hefce.ac.uk.</p>
Scotland	<p>Colleges should contact the Scottish Further Education Funding Council, at www.sfc.co.uk.</p> <p>Training providers should contact Scottish Enterprise at www.scottish-enterprise.com or one of the Local Enterprise Companies.</p>	<p>Contact the Scottish Higher Education Funding Council at www.shefc.ac.uk.</p>
Wales	<p>Centres should contact the Welsh Assembly Government www.learning.wales.gov.uk</p> <p>0845 010 3300 – bilingual greeting, or 0845 010 4400 – Welsh language greeting</p>	<p>Centres should contact the Welsh Assembly Government www.learning.wales.gov.uk</p> <p>0845 010 3300 – bilingual greeting, or 0845 010 4400 – Welsh language greeting</p>
Northern Ireland	<p>Please contact the Department for Employment and Learning at www.delni.gov.uk.</p>	<p>Please contact the Department for Employment and Learning at www.delni.gov.uk.</p>

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Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> • Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> • Re-issue of password or username • Technical problems • Entries • Results • GOLLA • Navigation • User/menu option problems
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