

Section 1: Qualification Overview

Qualification Overview

Introduction

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

About this qualification

The NCFE Level 2 Award in Support Work in Schools has been accredited by the qualifications regulators for England, Wales and Northern Ireland¹, and is part of the Qualifications and Credit Framework (QCF).

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

Geographical coverage

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

Things you need to know

- Qualification accreditation number: 501/0247/3
- Aim reference: 50102473
- Guided learning hours (GLH): 80-85
- QCF level: 2
- Qualification credit value: 12
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

Aims and Objectives of the qualification

This is a knowledge based qualification suitable for all support staff roles in schools, including site staff, administrators etc as well as those who work directly with children and young people. It seeks to develop the knowledge and understanding that all those working in a school setting will need and covers

areas such as safeguarding, communication and understanding the school context.

As it's a knowledge based qualification, it can be taken by learners not yet employed in a school, as well as providing initial training/induction for those new in post.

The Award covers the knowledge and understanding in the current mandatory units of the Support Work in Schools qualifications, supplemented with additional material drawn from the induction modules developed by the Training and Development Agency for Schools for local authorities.

Entry guidance

This qualification is designed for learners aged 16 and above.

There aren't any specific recommended prior learning requirements for this qualification, however learners might find it helpful if they've already achieved a Level 1 qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same, or a similar title, as duplication of learning may affect funding levels.

Achieving this qualification

This qualification consists of 4 mandatory units:

- Unit 01 Child and young person development
- Unit 02 Safeguarding the welfare of children and young people
- Unit 03 Communication and professional relationships with children, young people and adults
- Unit 04 Equality, diversity and inclusion in work with children and young people

and 2 optional units:

- Unit 05 Schools as organisations (level 2 unit)
- Unit 06 Schools as organisations (level 3 unit)

Learning outcomes and assessment criteria for each unit are provided in Section 3 page 13.

To be awarded the NCFE Level 2 Award in Support Work in Schools learners are required to successfully complete the **4** mandatory units and **one** of the optional units.

To achieve the NCFE Level 2 Award in Support Work in Schools, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria detailed in this Qualification Specification. Grades are **not** awarded.

Learners who aren't successful can resubmit work within the registration period, however, a charge may apply. A Credit and Unit Summary Certificate can be requested for learners who don't achieve the full certificate but who have achieved at least one whole unit.

Progression opportunities

Learners who achieve this qualification could progress to:

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

This qualification also allows progression into the workforce.

Credit Transfer

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

Please see www.accreditedqualifications.org.uk for information about the units in this qualification.

Accreditation and certification end dates

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

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

What happens at the end of an accreditation period?

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

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

Resource requirements

There aren't any specific resource requirements for this qualification.

For staffing resources required for this qualification, please refer to our Occupational Competence Guidelines, available on our website www.ncfe.org.uk .

Support for centres

There are a number of documents available that you might find useful. These are available to download from our website www.ncfe.org.uk, or can be requested from the Centre Support team on 0191 239 8000 or by emailing info@ncfe.org.uk.

Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre, to registering your learners, claiming certificates for your learners and everything in between. Centres must seek approval to offer a qualification; only learners from approved centres can be certificated.

Directory of Products and Services

This provides summary information about all of NCFE's qualifications and awards including mandatory and optional units, learner registration and certification fees and assessment information.

Fees and Pricing

Published in the spring for the forthcoming academic year.

Occupational Competence Guidelines

Provides details of qualifications and experience required for Assessors and Internal Moderators/Verifiers of NCFE qualifications and awards.

Assessment Guidance

The assessment guidance for the qualification is outlined in the Assessment guidance/guidance for centres document which can be found on our website www.ncfe.org.uk.

Useful websites

Please refer to www.ncfe.org.uk for a list of websites that you might find useful for materials and resources to assist with the delivery of qualifications.

Training and support

We can provide training sessions for Assessors and Internal Moderators who may not hold the A1 and V1 Assessment and

Verification units. Training is also available for portfolio building as well as bespoke subject specific training. For further information please contact our Quality Assurance team on 0191 239 8000.

Support for learners

Candidate Learning Log (CLL)

This gives information about the qualification and can help learners keep track of their work. CLLs can be downloaded free of charge from www.ncfe.org.uk. Learners don't have to use the CLL, instead you can devise your own materials.

Any materials you produce should allow learners to track their achievement against each required learning outcome and assessment criteria and include:

- information on the content, availability and location of NCFE's procedures and policies
- advice on support mechanisms for learners who are experiencing difficulties with their studies
- a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement for each unit.

Links to National Skills Standards

This qualification is mapped to the 2004 Key Skills standards. The complete standards and guidance documents are available from QCDA. We've also highlighted where learning opportunities for the Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- Communication/Literacy/English skills
- Application of Number/Numeracy/Maths skills
- Information and Communication Technology skills

The activities learners carry out whilst completing this qualification could help prepare them for their Basic Skills or Functional Skills assessments.

Section 4 page 43 shows how evidence can be generated for Key Skills through this qualification. The aim has been to

target Level 2 Key Skills although work can be designed for other levels, depending on the needs of individual learners or groups.

It's not a mandatory requirement of the NCFE Level 2 Award in Support Work in Schools to complete a Key Skills portfolio. However, while completing this qualification, learners will generate portfolio evidence which could be used towards certain components of a Key Skills qualification.

If a learner wishes to be assessed for a Key Skills qualification, they must complete a portfolio of evidence, as well as achieve the relevant Key Skills external assessment paper before applying for certification.

Once a whole qualification has been assessed and achieved, certification can then be requested.

If a learner wishes to gain a Basic Skills or Functional Skills qualification, they must successfully pass the relevant Basic Skills or Functional Skills assessment.

This section indicates where, within this qualification, opportunities exist to generate evidence for a Key Skills portfolio, indicating where each piece of evidence is intrinsic or requires some further activity.

NB The information in Section 4 indicates where evidence is likely to occur. It is the Assessor's role to assess the Key Skills evidence against the criteria.

We've also shown in Section 4 where the qualification presents opportunities for learners to gather evidence towards the personal, learning and thinking skills (PLTS) framework.

Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The NCFE Level 2 Award in Support Work in Schools has been mapped against the relevant supporting teaching and learning

in schools NOS. More detailed mapping is provided in Section 5 page 46.

Section 2:

Assessment and Moderation

Assessment and Moderation

How the qualification is assessed

Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

Internal Assessment

The NCFE Level 2 Award in Support Work in Schools is internally assessed.

Each candidate is required to create a portfolio of evidence which demonstrates achievement of all learning outcomes and assessment criteria associated with each unit. Learning outcomes and assessment criteria specify what each candidate has to achieve and are included within Section 3 of this Qualification Specification.

The main pieces of evidence for the portfolio could include:

- Assessor observation – completed observational checklists and related action plans
- witness testimony
- candidate product
- worksheets
- assignments/projects/reports
- professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL)

Evidence may be drawn from actual or simulated situations, where appropriate.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid, reliable and maintain the integrity of the assessment and of the standards required of the qualification. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that candidates have achieved all

learning outcomes and assessment criteria related to the unit being assessed prior to deciding whether candidates have been successful. Assessors are also responsible for supporting candidates through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

The assessment arrangements for this qualification are in accordance with the criteria set out by the regulatory authorities.

How does moderation work

What is Moderation?

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately

We do this by:

- internal moderation - which you carry out
- external moderation - which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

If you'd like to know more about the responsibilities of Assessors, Internal and External Moderators please refer to our Centre Support Guide.

Section 3:

Structure and Content

Structure and Content

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

The unit summary provides an overview of each unit including:

- the unit title
- the unit overview
- guided learning hours
- an indication of whether the unit is mandatory or optional
- credit value
- level

Following the unit summary there's detailed information for each unit containing:

- the unit number and title
- learning outcomes (the learner will) and assessment criteria (the learner can)
- suggested types of evidence for internal assessment

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

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

Unit Summaries

Unit 01

Child and young person development

(regulators' unit accreditation no. H/601/3305)

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

Guided learning hours: 15

Credit value: 2

Level: 2

This unit is **mandatory**

Unit 02

Safeguarding the welfare of children and young people

(regulators' unit accreditation no. K/601/3323)

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

Guided learning hours: 20

Credit value: 3

Level: 2

This unit is **mandatory**

Unit 03

Communication and professional relationships with children, young people and adults

(regulators' unit accreditation no. F/601/3313)

This unit provides the knowledge and understanding that underpins effective communication and professional relationships with children, young people and adults.

Guided learning hours: 15

Credit value: 2

Level: 2

This unit is **mandatory**

Unit 04

Equality, diversity and inclusion in work with children and young people (regulators' unit accreditation no. D/601/3321)

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

Guided learning hours: 15

Credit value: 2

Level: 2

This unit is **mandatory**

Unit 05

Schools as organisations (regulators' unit accreditation no. T/601/3325)

This unit aims to prepare the learner for working in a school. It covers knowledge and understanding of the school context.

Guided learning hours: 20

Credit value: 3

Level: 2

This unit is **optional**

Unit 06**Schools as organisations****(regulators' unit accreditation no. A/601/3326)**

This unit aims to prepare the learner for working in a school. It covers knowledge and understanding of the structure of education, how schools are organised, school ethos, mission, aims and values, legislative and policy frameworks and the wider context in which schools operate.

Guided learning hours: 15

Credit value: 3

Level: 3

This unit is **optional**

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

The learner will:

1 Know the main stages of child and young person development

The learner can:

1.1 Describe the expected pattern of children and young people's development from birth to 19 years, to include:

- a) physical development
- b) communication and intellectual development
- c) social, emotional and behavioural development

1.2 Describe with examples how different aspects of development can affect one another

The learner will:

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

The learner can:

2.1 Describe with examples the kinds of influences that affect children and young people's development including:

- a) background
- b) health
- c) environment

2.2 Describe with examples the importance of recognising and responding to concerns about children and young people's development

The learner will:

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

The learner can:

3.1 Identify the transitions experienced by most children and young people

3.2 Identify transitions that only some children and young people may experience eg bereavement

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

Assessment Guidance – Unit 01

**Milestone chart,
Poster,
Presentation (eg
Powerpoint),
Written task,
Research task**

Type of evidence: Milestone chart, poster, presentation (eg Powerpoint), written task, research task

Assessment criteria: 1.1, 1.2 and 3.3

Additional information: Candidates must provide evidence of their input into presentations.

**Written task, Case
studies, Chart,
Diagram**

Type of evidence: Written task, case studies, chart, diagram

Assessment criteria: 2.1, 2.2 and 3.2

**Chart, List,
Poster, Report,
Written task,
Scenarios with
questions and
answers**

Type of evidence: Chart, list, poster, report, written task, scenarios with questions and answers

Assessment criteria: 3.1, 3.2 and 3.3

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated.

Unit 02 Safeguarding the welfare of children and young people (K/601/3323)

The learner will:

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

The learner can:

1.1 Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety

1.2 Describe the roles of different agencies involved in safeguarding the welfare of children and young people

The learner will:

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

The learner can:

2.1 Identify the signs and symptoms of common childhood illnesses

2.2 Describe the actions to take when children or young people are ill or injured

2.3 Identify circumstances when children and young people might require urgent medical attention

2.4 Describe the actions to take in response to emergency situations including:

a) fires

b) security incidents

c) missing children or young people

The learner will:

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

The learner can:

3.1 Identify the characteristics of different types of child abuse

3.2 Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies

3.3 Describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self harm) or bullied, or may be at risk of harm, abuse or bullying

3.4 Describe the actions to take in response to concerns that a colleague may be:

a) failing to comply with safeguarding procedures

b) harming, abusing or bullying a child or young person

3.5 Describe the principles and boundaries of confidentiality and when to share information

Assessment Guidance - Unit 02

Research task, Lists, Case studies, Written task

Type of Evidence: Research task, lists, case studies, written task

Assessment criteria: 1.1 and 1.2

Additional information: Studies may be from newspaper reports, articles, web information or simulations.

Written questions, Chart, Leaflet, Question and answer, Task sheet, Simulated activity, Written report

Type of evidence: Written questions, chart, leaflet, question and answer, task sheet, simulated activity, written report

Assessment criteria: 2.1, 2.2, 2.3 and 2.4

Additional information: A well designed assignment task may capture most of the learning outcomes if RPL of Paediatric First Aid is also used.

Body map case studies, Assignment, Task, Question and answer (oral/written), Presentation, Project

Type of Evidence: Body map case studies, assignment, task, question and answer (oral/written), presentation, project

Assessment criteria: 3.1

Additional information: Case studies may be real or simulated.

Research task, Case studies, Scenarios, Posters

Type of Evidence: Research task, case studies, scenarios, posters

Assessment criteria: 3.2

Additional information: Real case studies from newspapers, journals and web search may be used.

Written task, Checklist, Case studies, Completed report	<p>Type of evidence: Written task, checklist, case studies, completed report</p> <p>Assessment criteria: 3.3</p> <p>Additional information: Including Common Assessment Framework (CAF) form.</p>
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Written task, Case studies, Report	<p>Type of evidence: Written task, case studies, report</p> <p>Assessment criteria: 3.4</p>
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Written assignment, Interactive activity, Research task	<p>Type of evidence: Written assignment, interactive activity, research task</p> <p>Assessment criteria: 3.5</p>
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The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated.

Unit 03 Communication and professional relationships with children, young people and adults (F/601/3313)

The learner will:

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

The learner can:

1.1 Describe how to establish respectful, professional relationships with children and young people

1.2 Describe with examples how to behave appropriately for a child or young person's stage of development

1.3 Describe how to deal with disagreements between children and young people

1.4 Describe how own behaviour could:

a) promote effective interactions with children and young people

b) impact negatively on interactions with children and young people

The learner will:

2 Know how to interact with and respond to adults

The learner can:

2.1 Describe how to establish respectful, professional relationships with adults

2.2 Describe the importance of adult relationships as role models for children and young people

The learner will:

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

The learner can:

3.1 Describe how communication with children and young people differs across different age ranges and stages of development

3.2 Describe the main differences between communicating with adults and communicating with children and young people

3.3 Identify examples of communication difficulties that may exist

3.4 Describe how to adapt communication to meet different communication needs

3.5 Describe how to deal with disagreements between:

a) the practitioner and children and young people

b) the practitioner and other adults

The learner will:

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

The learner can:

4.1 Identify relevant legal requirements and procedures covering confidentiality, data protection and the disclosure of information

4.2 Describe the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this

4.3 Identify the kinds of situations when confidentiality protocols must be breached

Assessment Guidance - Unit 03

Written task, Case studies, Role play, Written questions

Type of evidence: Written task, case studies, role play, written questions

Assessment criteria: 1.1 and 1.2

Role play, Simulated activity, Video/CD review

Type of Evidence: Role play, simulated activity, video/CD review

Assessment criteria: 1.3

Written task, Role play, Chart, Questions (written and oral)

Type of evidence: Written task, role play, chart, questions (written and oral)

Assessment criteria: 1.4

Written task, Presentations, Observation by Tutor of practical demonstration

Type of evidence: Written task, presentations, observation by Tutor of practical demonstration

Assessment criteria: 2.1 and 2.2

Additional information: Voluntary work-placement may be carried out at the Centre's discretion.

Written task, Case studies, Chart, Presentation

Type of evidence: Written task, case studies, chart, presentation

Assessment criteria: 3.1 and 3.2

Written task, List, Chart, Questions (oral and written)

Type of evidence: Written task, list, chart, questions (oral and written)

Assessment criteria: 3.3 and 3.4

**Case studies,
Written report,
Role play, Peer
assessment**

Type of evidence: Case studies, written report, role play, Peer assessment

Assessment criteria: 3.5

**Research task,
Written task,
Questions (oral
and written),
Chart,
Presentation,
Recorded
discussion**

Type of evidence: Research task, written task, questions (oral and written), chart, presentation, recorded discussion

Assessment criteria: 4.1, 4.2 and 4.3

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated.

Unit 04 Equality, diversity and inclusion in work with children and young people (D/601/3321)

The learner will:

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

The learner can:

- 1.1 Identify the current legislation and codes of practice relevant to the promotion of equality and valuing of diversity
- 1.2 Describe the importance of supporting the rights of all children and young people to participation and equality of access
- 1.3 Describe the importance and benefits of valuing and promoting cultural diversity in work with children and young people

The learner will:

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

The learner can:

- 2.1 Describe ways in which children and young people can experience prejudice and discrimination
- 2.2 Describe the impact of prejudice and discrimination on children and young people
- 2.3 Assess how own attitudes, values and behaviour could impact on work with children and young people
- 2.4 Describe the importance of promoting anti-discriminatory practice in work with children and young people
- 2.5 Describe how to challenge discrimination

The learner will:

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

The learner can:

3.1 Describe what is meant by inclusion and inclusive practices

3.2 Describe features of an inclusive setting for children and young people

3.3 Describe how inclusion works in own sector of the children's workforce

Assessment Guidance - Unit 04

Written task, Research task, Case study, List, Chart, Report, presentation

Type of evidence: Written task, research task, case study, list, chart, report, presentation

Assessment criteria: 1.1, 1.2 and 1.3

Discussion, Chart, Poster display, Case studies, Written task

Type of evidence: Discussion, chart, poster display, case studies, written task

Assessment criteria: 2.1

Written task, Questions (written and oral), Presentation, Case studies, Photographic, Visual image display

Type of evidence: Written task, questions (written and oral), presentation, case studies, photographic, visual image display

Assessment criteria: 2.2

Additional information: Could include video, slides and Powerpoint.

Written report, Case studies, Role play, Question (oral or written)

Type of evidence: Written report, case studies, role play, question (oral or written)

Assessment criteria: 2.3

Written task, Role play, Case studies, Interactive activities, Peer and tutor observation

Type of evidence: Written task, role play, case studies, interactive activities, peer and tutor observation

Assessment criteria: 2.4, 2.5 , 3.1 and 3.2

Additional information: Use of video/computer or on-line e-assessment

Written task, Case studies, Scenarios, Simulations, Diagrams, Presentation, Leaflet or booklet, E-assessment

Type of evidence: Written task, case studies, scenarios, simulations, diagrams, presentation, leaflet or booklet

Assessment criteria: 3.1, 3.2 and 3.3

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated.

Unit 05 Schools as organisations (T/601/3325)

The learner will:

1 Know the different types of schools in the education sector

The learner can:

1.1 Identify the main types of state and independent schools

1.2 Describe the characteristics of the different types of schools in relation to educational stage(s) and school governance

The learner will:

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

The learner can:

2.1 Describe roles and responsibilities of:

- a) School Governors
- b) Senior Management team
- c) other statutory roles eg SENCO
- d) Teachers
- e) Support Staff

2.2 Describe the roles of external professionals who may work with a school eg Educational Psychologist

The learner will:

3 Understand how schools uphold their aims and values

The learner can:

3.1 Define the meaning of:

- a) aims
- b) values

3.2 Describe with examples how schools may demonstrate and uphold their aims

3.3 Describe with examples how schools may demonstrate and uphold their values

The learner will:

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

The learner can:

4.1 Identify the laws and codes of practice affecting work in schools

4.2 Describe how laws and codes of practice promote pupil wellbeing and achievement

The learner will:

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

The learner can:

5.1 Describe why schools have policies and procedures

5.2 Identify the policies and procedures schools may have relating to:

- a) staff
- b) pupil welfare
- c) teaching and learning

The learner will:

6 Know about the wider context in which schools operate

The learner can:

6.1 Identify the roles and responsibilities of national and local government for education policy and practice

6.2 Describe the role of schools in national policies relating to children, young people and families

6.3 Describe the roles of other organisations working with children and young people and how these may impact on the work of schools

Assessment Guidance - Unit 05

**Research task,
Chart,
Information
booklet,
Presentation**

Type of evidence: Research task, chart, information booklet, presentation

Assessment criteria: 1.1 and 1.2

**Hierarchy chart,
Research task,
Poster / leaflet /
booklet,
Checklist,
Discussion**

Type of evidence: Hierarchy chart, research task, poster/leaflet/booklet, checklist, discussion

Assessment criteria: 2.1 and 2.2

**Research task,
Written task,
Policy document
review**

Type of evidence: Research task, written task, policy document review

Assessment criteria: 3.1, 3.2 and 3.3

**List, Chart,
Questions (oral
and written),
Policy document
review, Written
task, Research
task**

Type of evidence: List, chart, questions (oral and written), policy document review, written task, research task

Assessment criteria: 4.1 and 4.2

Document review, Annotated policies, Case studies, Written report

Type of evidence: Document review, annotated policies, case studies, written report

Assessment criteria: 5.1 and 5.2

Research task, Chart, Diagram, Presentation

Type of evidence: Research task, chart, diagram, presentation

Assessment criteria: 6.1, 6.2 and 6.3

Additional information: Could use information from web, journals, texts, articles, Powerpoint or other.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated.

Unit 06 Schools as organisations (A/601/3326)

The learner will:

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

The learner can:

1.1 Summarise entitlement and provision for early years education

1.2 Explain the characteristics of the different types of schools in relation to educational stage(s) and school governance

1.3 Explain the post 16 options for young people and adults

The learner will:

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

The learner can:

2.1 Explain the strategic purpose of:

- a) School Governors
- b) Senior Management team
- c) other statutory roles eg SENCO
- d) Teachers
- e) Support Staff roles

2.2 Explain the roles of external professionals who may work with a school eg Educational Psychologist

The learner will:

3 Understand school ethos, mission, aims and values

The learner can:

3.1 Explain how the ethos, mission, aims and values of a school may be reflected in working practices

3.2 Evaluate methods of communicating a school's ethos, mission, aims and values

The learner will:

4 Know about the legislation affecting schools

The learner can:

4.1 Summarise the laws and codes of practice affecting work in schools

4.2 Explain how legislation affects how schools work

4.3 Explain the roles of regulatory bodies relevant to the education sector which exist to monitor and enforce the legislative framework, including:

- a) general bodies such as the Health and Safety Executive
 - b) school specific regulatory bodies
-

The learner will:

5 Understand the purpose of school policies and procedures

The learner can:

5.1 Explain why schools have policies and procedures

5.2 Summarise the policies and procedures schools may have relating to:

- a) staff
 - b) pupil welfare
 - c) teaching and learning
 - d) equality, diversity and inclusion
-

e) parental engagement

5.3 Evaluate how school policies and procedures may be developed and communicated

The learner will:

6 Understand the wider context in which schools operate

The learner can:

6.1 Summarise the roles and responsibilities of national and local government for education policy and practice

6.2 Explain the role of schools in national policies relating to children, young people and families

6.3 Explain the roles of other organisations working with children and young people and how these may impact on the work of schools

Assessment Guidance - Unit 06

**Written task,
Essay, Research
Task, Leaflet**

Type of evidence: Written task, essay, research task, leaflet

Assessment criteria: 1.1, 1.2 and 1.3

Additional information: May include local authority on-line prospectus 14–19 years

**Assignment task,
Research task,
Questionnaires,
Personal
interviews,
Presentation**

Type of evidence: Assignment task, research task, questionnaires, personal interviews, presentation

Assessment criteria: 2.1 and 2.2

Additional information: To include, for example, School Staff, Peripatetic staff, speech therapist, educational psychologist.

**Written task,
Essay, Research
and Review of
Mission
Statements,
Reflective dairy**

Type of evidence: Written task, essay, research and review of Mission Statements, reflective dairy

Assessment criteria: 3.1 and 3.2

Additional information: From a variety of schools (pre-school, primary, secondary, Further/Higher Education).

**Research task,
Written
assignment,
Policy review,
Case studies,
Professional
discussion**

Type of evidence: Research task, written assignment, policy review, case studies, professional discussion

Assessment criteria: 4.1, 4.2, 4.3, 5.1, 5.2 and 5.3

Additional information: A well designed assignment task may capture all of the learning outcomes identified.

**Research task,
Web texts,
Primary and
secondary
research,
Assignment task,
Essay,
Presentation**

Type of evidence: Research task, web texts, primary and secondary research, assignment task, essay, presentation

Assessment criteria: 6.1, 6.2 and 6.3

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated.

Section 4:

Links to National Skills Standards

Links to National Skills Standards

The information below shows where evidence for Key Skills can be gained.

We've also highlighted where learning opportunities for the Key Skills and Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Key Skills or Functional Skills assessments.

We've also highlighted which of the Personal, Learning and Thinking Skills (PLTS) links into the units of the qualifications.

For further information please contact a member of the Research and Product Development team.

Communication / English Unit 01, Unit 02, Unit 03, Unit 04 and Unit 05

Application of Number / Maths Unit 04 and Unit 05

ICT Unit 01, Unit 02, Unit 03, Unit 04 and Unit 05

Working with others Unit 01, Unit 02, Unit 03, Unit 04 and Unit 05

Improving own learning and performance Unit 01, Unit 02 and Unit 03

Problem solving Unit 01, Unit 02, Unit 03, Unit 04 and Unit 05

PLTS Independent enquirers Unit 01, Unit 02, Unit 03, Unit 04 and Unit 05

PLTS Creative thinkers Unit 01, Unit 02, Unit 03 and Unit 05

PLTS Reflective learners Unit 01, Unit 02, Unit 03, Unit 04 and Unit 05

PLTS Team workers Unit 01, Unit 02, Unit 03, Unit 04 and Unit 05

PLTS Self-managers No explicit opportunities to develop this skill

PLTS Effective participators Unit 01, Unit 02, Unit 03, Unit 04 and Unit 05

Section 5:

Links to National Occupational Standards

Links to National Occupational Standards

We've mapped this qualification against National Occupational Standards (NOS) in supporting teaching and learning in schools. As they complete this qualification, learners may be able to gather evidence that can be used towards the knowledge requirements of a relevant N/SVQ or other qualification as appropriate.

NB Centres may accredit prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of the N/SVQ. Where Accreditation of Prior Learning (APL) is to be used extensively (for a whole unit or more) advice must be given by a qualified APL Advisor.

The Training and Development Agency (TDA) Standards for supporting teaching and learning in schools

Unit 01 Child and young person development

- STL 1 - Provide support for learning activities
- STL 2 - Support children's development
- STL 6 - Support literacy and numeracy activities
- STL9 - Observe and report on pupil performance
- STL 10 - Support children's play and learning
- STL11 - Contribute to supporting bilingual/multilingual pupils
- STL 25 - Support literacy development
- STL 26 - Support numeracy development
- STL 29 - Observe and promote pupil performance and development
- STL 33 - Provide literacy and numeracy support to enable pupils to access the wider curriculum

Unit 02 Safeguarding the welfare of children and young people

- STL 3 - Help to keep children safe
- STL 12 - Support a child with disabilities or special educational needs
- STL 19 - Promote positive behaviour
- STL 32 - Promote the transfer of learning from outdoor experiences

- STL 37 - Contribute to the prevention and management of challenging behaviour in children and young people
- STL 40 - Support pupils with cognition and learning needs
- STL 41 - Support pupils with behaviour, emotional and social development needs
- STL 42 - Support pupils with sensory and/or physical needs
- STL 45 - Promote children’s well-being and resilience
- STL 46 - Work with young people to safeguard their welfare
- STL 49 - Support children and young people during transitions in their lives

**Unit 03
Communication
and professional
relationships
with children,
young people and
adults**

- STL 3 - Help to keep children safe
- STL 4 - Contribute to positive relationships
- STL 5 - Contribute to improving attendance
- STL 20 - Develop and promote positive relationships
- STL 55 - Contribute to maintaining pupil records
- STL 60 - Liaise with parents, carers and families
- STL 62 - Develop and maintain working relationships with other practitioners

**Unit 04 Equality,
diversity and
inclusion in work
with children and
young people**

- STL 3 - Help to keep children safe
- STL10 - Support children’s play and learning
- STL11 - Contribute to supporting bilingual/multilingual pupils
- STL 12 - Support a child with disabilities or special educational needs
- STL 20 - Develop and promote positive relationships
- STL 35 - Support bilingual/multilingual pupils
- STL 36 - Provide bilingual/multilingual support for teaching and learning
- STL 38 - Support children with disabilities or special

educational needs and their families

STL 39 - Support pupils with communication and interaction needs

STL 40 - Support pupils with cognition and learning needs

STL 41 - Support pupils with behaviour, emotional and social development needs

STL 42 - Support pupils with sensory and/or physical needs

STL 45 - Promote children's well-being and resilience

Unit 05 Schools as organisations

STL 3 - Help to keep children safe

STL 21 - Support the development and effectiveness of work teams

STL 31 - Prepare and maintain the learning environment

STL 55 - Contribute to maintaining pupil records

STL 60 - Liaise with parents, carers and families

STL 62 - Develop and maintain working relationships with other practitioners

Unit 06 Schools as organisations

STL 1 - Provide support for learning activities

STL 2 - Support children's development

STL 3 - Help to keep children safe

STL 4 - Contribute to positive relationships

STL 5 - Contribute to improving attendance

STL 12 - Support a child with disabilities or special educational needs

STL 14 - Support individuals during therapy sessions

STL 20 - Develop and promote positive relationships

STL 21 - Support the development and effectiveness of work teams

STL 22 - Reflect on and develop practice

STL 31 - Prepare and maintain the learning environment

STL 55 - Contribute to maintaining pupil records

STL 60 - Liaise with parents, carers and families
