Qualification specification

NCFE CACHE Level 2 Certificate in Supporting Teaching and Learning
QN: 603/2476/4

Contents

Summary of changes

This section summarises the changes to this Qualification Specification.

Version	Publication Date	Summary of amendments
v1.0	January 2018	First publication
v2.0	September 2018	Change to GLH for qualification and 5 units (STL2C4, STL2C5, STL2C7, STL2C8, STL2C10)
v2.1	February 2020	Removal of UK within 'UK Home Nation' throughout the qualification. Added Resources section – information regarding the safeguarding and wellbeing of learners.
v2.2	June 2022	SWSC5 added coverage of lockdown to security incidents in guidance. STL2C6 guidance added regarding potential holistic assessment across units. STL2C9 AC1.5 reformatted into bullet points to make clearer what is required. Entry requirements updated. Assessment method updated, assessment must be completed in English.

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains details of all the units you will be required to complete to gain this qualification. It should be used alongside the Tutor Guidance for these qualifications which contains extra information for Tutors and/or Assessors.

How the qualification works

This qualification is made up of units each representing a small step of learning. This allows the qualification to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** – shows how difficult it is
- a **credit value** – one credit represents about 10 hours' work
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence).

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know substances which are commonly misused.	1.1. List **categories** of substances which are commonly misused.		
	1.2. Identify substances which are commonly misused.		

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is comprised of the following two elements:

- the number of hours which we have allocated to a qualification for Guided Learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a tutor or assessor.

Centres can decide how to allocate the TQT across the units of a qualification.

Guided Learning (GL)

- Guided Learning (GL) and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Assurer.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk and on the NCFE website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed.
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence/Skills-based learning outcomes:

- begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

Knowledge-based learning outcomes:

- begin with 'Know', 'Understand' or 'Know how to'.

☆   For your convenience, Knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

 If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Making use of our websites

Our websites are maintained on a regular basis and this is where the most up to date documents can be found. We strongly advise that these should be used as a resource on an ongoing basis to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

The Public Website

The NCFE website contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications
- Other support materials.

There are also some other key documents that can be referred to when required. For example:

- Complaints Procedure
- Appeals Process
- Diversity Statement.

It also contains regular news updates, case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website.

To access the secure site, click the link on the NCFE website and log in using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work that has been copied from someone or somewhere else to be your own. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's disciplinary procedure or ours. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of CACHE's Diversity and Equality policy is available on the website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance. For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

Section 2: About this qualification

Qualification summary	
Title	NCFE CACHE Level 2 Certificate in Supporting Teaching and Learning
Qualification number	603/2476/4
Aim	The Level 2 Certificate in Supporting Teaching and Learning has been designed to provide learners with an understanding of the knowledge and skills needed when working directly with children and young people in school or college environments. It covers a wide range of areas including children and young people's development, supporting children and young people's positive behaviour and communication and professional relationships. It is aimed at learners working in roles that support pupils' learning in primary, secondary or special schools, as well as colleges.
Purpose Ofqual code and description (where applicable)	C. Prepare for employment C2. Prepare for employment in a specific occupational area
Total Qualification Time (hours)	321
Guided Learning (hours)	225
Credit value	32
Minimum age of learner	16 years
Age range covered by the qualification	From 5 years of age. Please note that some knowledge of development in the early years has been included in the specification to enhance learners understanding.
Real work environment (RWE) requirement / recommendation	Learners will need to be working or on a practical placement for the duration of the course in a learning environment (school or college), as they need to show competence in both skills and knowledge.
Rules of combination	All units are mandatory.

Progression	Learners can progress onto the Level 3 Certificate or Diploma in Supporting Teaching and Learning, or into the workforce.
Recommended assessment methods	All units will be internally assessed using a range of methods which could include: • direct observation by a Tutor/Teacher/Assessor* within the workplace • written assignments and professional discussion in line with the Assessment of Learning provided for each unit. *for further details please see page 49
Additional assessment requirements	All units must be assessed in line with our assessment principles. Throughout this specification we have referenced the phrase 'Learning Environment', which refers to the different types of schools and colleges. Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.
Grading system	The qualification will be graded Achieved or Not Yet Achieved and all the assessment criteria must be achieved in order to obtain the Certificate.
How long will it take to complete?	The Certificate can usually be completed in a year.
Entry requirements/ recommendations	Learners must be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines. Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 603/2476/4.

Section 3: Units

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Guided Learning	Page	Notes
			Mandatory Units						
☆	**H/616/5424**	SWSC1	Understand schools and colleges as organisations	Knowledge	2	2	15	23	
☆	**K/616/5425**	SWSC2	Understand children and young people's development	Knowledge	2	3	20	27	
☆	**F/616/5429**	SWSC5	Safeguarding children and young people	Knowledge	2	3	20	29	
☆	**K/616/5442**	STL2C4	Equality, diversity and inclusion in a learning environment for children and young people	Knowledge	2	3	20	33	
	M/616/5443	STL2C5	Maintain relationships with children and young people	Knowledge/ Skills	2	3	20	35	
	M/616/5457	STL2C6	Support the health and safety of children and young people	Knowledge/ Skills	2	3	30	39	
	M/616/5460	STL2C7	Support positive behaviour in a learning environment for children and young people	Knowledge/ Skills	2	4	20	43	

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	Guided Learning	Page	Notes
	A/616/5462	STL2C8	Contribute to teamwork in a learning environment	Knowledge/ Skills	2	3	20	45	
☆	**J/616/5464**	STL2C9	Understand children and young people's play and leisure	Knowledge	2	3	20	47	
	R/616/5466	STL2C10	Promote an effective learning environment	Knowledge/ Skills	2	3	25	49	
	D/616/5468	STL2C11	Provide displays in a learning environment	Knowledge/ Skills	2	2	15	53	

Unit layout	
For each unit the following information has been provided:	
Unit title	Provides a clear, concise explanation of the content of the unit.
Unit reference number	The unique number assigned by the owner of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.
Unit guided learning hours (GL)	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Unit aim	Provides a brief outline of the unit content.
Learning outcomes	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.

Explanation of terms used at Level 2: (not all verbs are used in this qualification)	
Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.
List	Make a list of key words, sentences or comments that focus on the subject.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Provide	Give relevant information about a subject.

Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

SWSC1: Understand schools and colleges as organisations

☆

Unit reference	H/616/5424	Unit level	2
Credit value	2	**GL**	15
Unit aim	This unit aims to prepare the learner for working in a school or college. It covers knowledge and understanding of the school and college organisational structure and function.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know the different types of schools and colleges in the education sector.	1.1 Identify the main types of: • state schools • independent schools • colleges.		
	1.2 Describe the characteristics of the different types of schools and colleges in relation to educational opportunities.		
2. Understand the organisation of schools and colleges in terms of roles and responsibilities.	2.1 Describe the roles and responsibilities of: • governors • senior management team • Teachers and Tutors • support staff.		
	2.2 Describe the roles of **external professionals** who may work with a school or college.		
3. Understand how schools and colleges uphold their aims and values.	3.1 Explain why schools and colleges have **aims and values**.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.2 Describe how schools and colleges maintain their aims and values.		
4. Know about the range and purpose of school and college policies and procedures.	4.1 Explain why schools and colleges have policies and procedures.		
	4.2 Identify the policies and procedures schools and colleges have for: • staff • student welfare • teaching and learning.		
	4.3 Outline one policy and the associated procedures from either a school or a college.		

Additional information about the unit:	
Additional unit assessment guidance	**External professionals** Professionals who work in other organisations that support children and young people in school. **Aims and values** Mission statements and ethos of the learning environment such as: • keeping children safe • providing a stable environment • fostering independence • promoting positive relationships with parents.

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off: completed unit SWSC1
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge of this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

SWSC2: Understand children and young people's development

Unit reference	K/616/5425	Unit level	2
Credit value	3	GL	20
Unit aim	The aim of this unit is to explore holistic development. The unit will also consider effects on development and the role of the support worker to support the child and young person when concerns are raised about an individual's development.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand significant stages of development for children and young people from birth to 19 years of age.	1.1 Describe the expected pattern of children and young people's development from birth to 19 years, to include: • physical development • speech, language and communication development • cognitive development • personal, social and emotional development.		
	1.2 Explain how different aspects of development can affect one another.		
2. Understand the kinds of influences that affect children and young people's development.	2.1 Describe potential impact on children and young people's development from: • health • background • environment.		
	2.2 Explain how to recognise and respond to **developmental concerns.**		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand the potential effects of transitions on children and young people's development.	3.1 Identify **transitions** experienced by children and young people.		
	3.2 Describe how transitions may affect children and young people's **holistic development**.		

Additional information about the unit:	
Additional unit assessment guidance	**Developmental concerns** When a child is not following expected patterns or rate of development. **Transitions** Change from stage or state to another. **Holistic development (3.2)** Paying attention to children's cognitive and physical development as well as social, emotional and spiritual wellbeing.

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off: completed unit SWSC2
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge of this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

SWSC5: Safeguarding children and young people

Unit reference	F/616/5429	Unit level	2
Credit value	3	GL	20
Unit aim	This unit provides the knowledge and understanding required for safeguarding children and young people.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know about safeguarding the welfare of children and young people.	1.1 Identify current legislation and guidelines for safeguarding the welfare of children and young people, within **Home Nation**.		
	1.2 Describe how safeguarding and welfare requirements can be met through policies and procedures.		
2. Understand action to take when children and young people are ill or injured, including emergency procedures.	2.1 Identify signs of ill health in children and young people.		
	2.2 Describe the actions to take when children and young people are ill or suffer a **minor injury**.		
	2.3 Describe the actions to take in response to emergency situations including: • fires • **security incidents** • missing children and young people • **medical emergency**		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
3. Understand child protection procedures.	3.1 Identify different types of child abuse.		
	3.2 Describe the actions to take if a child or young person discloses harm or abuse.		
	3.3 Describe the actions to take in response to concerns that a colleague may be: • failing to comply with safeguarding procedures • harming, abusing or bullying a child or young person.		
	3.4 Define e-safety.		
	3.5 Outline how e-safety can be implemented in a school or college.		
4. Know about current policies and procedures for confidentiality and sharing information, including data protection.	4.1 Identify relevant Home Nation policies and procedures covering: • confidentiality • data protection • disclosure of information.		
	4.2 Identify situations when confidentiality protocols must be breached.		

Additional information about the unit:

Additional unit assessment guidance	**Home Nation** For international centres should compare current UK legislation and guidelines with that of own country. **Minor injury** A first aid incident that can be dealt with within the learning environment.

	Security Incidents Should include lockdown of the school due to a security breach. **Medical emergency** Requiring medical treatment or the emergency services.

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off: completed unit SWSC5
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge of this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

STL2C4: Equality, diversity and inclusion in a learning environment for children and young people

Unit reference	K/616/5442	Unit level	2
Credit value	3	GL	20
Unit aim	This unit provides knowledge and understanding of policies and practices to promote equality, diversity and inclusion in work with children and young people.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the importance of promoting equality and diversity in a learning environment.	1.1 Describe what is meant by inclusion and inclusive practice.		
	1.2 Describe ways in which children and young people can experience prejudice and discrimination.		
	1.3 Identify current legislation for equality and diversity in a learning environment.		
	1.4 Describe how equality and diversity is maintained through policy and procedure.		
	1.5 Describe benefits of inclusive practice in a learning environment.		
2. Understand how to contribute to the inclusion of children and young people with special educational needs and disabilities.	2.1 Explain inclusive practice when working with children and young people with specific educational needs and disabilities.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2 Describe benefits of working with parents/ carers and other professionals to support children and young people with special educational needs and disabilities.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off: completed unit STL2C4
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge of this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

STL2C5: Maintain relationships with children and young people

Unit reference	M/616/5443	Unit level	2
Credit value	3	GL	20
Unit aim	This unit covers the skills required to maintain relationships with children and young people. It requires demonstration of skills in communicating with children and young people, as well as developing and maintaining relationships with children and young people and others in the learning environment.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand effective communication with children and young people.	1.1 Describe effective **communication** skills with children and young people.		
	1.2 Identify barriers to communication and suggest ways these can be overcome.		
2. Understand positive relationships with children and young people.	2.1 Explain the term professional relationship.		
	2.2 Identify ways that professional relationships can be established and maintained.		
	2.3 Identify barriers to building and maintaining professional relationships with children and young people and ways these can be overcome.		
3. Be able to build and maintain professional relationships with children	3.1 Use communication effectively with children and young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
and young people and others in a learning environment.	3.2 Show children and young people how to communicate effectively with others.		
	3.3 Explain the need to understand and respect other people's feelings and points of view to children and young people.		
	3.4 Use working methods that build and maintain positive professional relationships.		
	3.5 Demonstrate the benefits of independent decision making to children and young people.		
	3.6 Demonstrate to children and young people how to develop group agreements about the way they interact with others.		
	3.7 Show ways of encouraging and supporting children and young people to deal with conflict for themselves.		

Additional information about the unit:	
Additional unit assessment guidance	**Communication** • verbal • non-verbal • informally • formally.

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off: completed unit STL2C5
I confirm that the learner has met the requirements for all assessment criteria demonstrating the knowledge and skills of this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

STL2C6: Support the health and safety of children and young people

Unit reference	M/616/5457	Unit level	2
Credit value	3	GL	30
Unit aim	This unit provides the knowledge, understanding and skills required to support the health and safety of children and young people. It requires demonstration of skills in recognising and dealing with risks in the work setting, as well as supporting children and young people to assess and manage risk for themselves.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand health and safety legislation in a learning environment.	1.1 Identify current legislation for health and safety in a learning environment.		
	1.2 Describe how health and safety is maintained through policies and procedures in a learning environment.		
	1.3 Explain the importance of taking a balanced approach to risk management.		
2. Be able to contribute to health and safety in a learning environment.	2.1 Show how to risk assess **potential hazards and risks** to the health, safety and security of children and young people within own indoor and outdoor environments.		
	2.2 Demonstrate how to deal with hazards to minimise risks to the health, safety and security of children and/or young people.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3 Show children and young people how to take responsibility for their own health, safety and security within own indoor and outdoor environments.		
	2.4 Show children and young people how to take a balanced approach to risk.		
	2.5 Describe the procedures in place for dealing with accidents and **emergency situations**.		

Additional information about the unit:	
Additional unit assessment guidance	**Potential hazards and risks** to the health, safety and security of children and young people, for example: • physical • security • fire • food safety • personal safety. Consideration to the level of **risk** of serious injury should be given. **Emergency situations** These include: • accidents • illness • fires • security incidents • missing children or young people. Opportunities for holistic assessment could present for STLC26 AC 2.5 and SWSC5 AC 2.3. When considering cross referencing opportunities, the assessor must ensure all criteria are met in full and a statement of competency is recorded.

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off: completed unit STL2C6
I confirm that the learner has met the requirements for all assessment criteria demonstrating the knowledge and skills of this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

STL2C7: Support positive behaviour in a learning environment for children and young people

Unit reference	M/616/5460	Unit level	2
Credit value	4	GL	20
Unit aim	This unit provides the knowledge, understanding and skills required to support children and young people's positive behaviour in the learning environment. It requires demonstration of skills in supporting positive behaviour and responding to behaviour that challenges.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand policies and procedures for promoting children and young people's positive behaviour in a learning environment.	1.1 Identify policies and procedures for behaviour in a learning environment.		
	1.2 Describe how policies and procedures are applied to support children and young people's behavioural development.		
	1.3 Identify negative and positive influences on behaviour.		
	1.4 Describe ways to support children and young people to overcome negative influences on behaviour.		
2. Be able to support positive behaviour.	2.1 Apply skills and techniques for supporting and encouraging children and young people's positive behaviour.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2 Demonstrate realistic, consistent and supportive responses to children and young people's behaviour.		
	2.3 Be an effective role model in the learning environment.		
3. Be able to respond to inappropriate behaviour.	3.1 Apply agreed strategies and procedures for dealing with **behaviour that challenges**.		

Additional information about the unit:	
Additional unit assessment guidance	**Behaviour that challenges** is behaviour which conflicts with the accepted values and beliefs of the setting and society. Inappropriate behaviour may be demonstrated through speech, writing, non-verbal behaviour or physical abuse.

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off: completed unit STL2C7
I confirm that the learner has met the requirements for all assessment criteria demonstrating the knowledge and skills of this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

STL2C8: Contribute to teamwork in a learning environment

Unit reference	A/616/5462	Unit level	2
Credit value	3	GL	20
Unit aim	This unit provides knowledge and understanding as well as skills application in relation to how to contribute to teamwork in the learning environment.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand teamwork in a learning environment.	1.1 Describe characteristics of effective teamwork in a learning environment.		
	1.2 Identify barriers to effective teamwork and how these could be overcome.		
2. Be able to contribute to teamwork.	2.1 Identify own role and responsibilities in relation to teamwork in the learning environment.		
	2.2 Use teamwork skills to work effectively with others.		
	2.3 Review own teamwork practice to make recommendations for improvement.		
3. Be able to support the work of the team.	3.1 Show how to support the purpose and objectives of the team.		
	3.2 Perform tasks related to own role and responsibilities within the team.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	3.3 Demonstrate how to communicate clearly with team members and **others**, making sure they have the information they need.		
	3.4 Use appropriate interaction skills and techniques with professional team members of the learning environment.		
	3.5 Demonstrate how to seek advice and support from relevant people when needed.		

Additional information about the unit:	
Additional unit assessment guidance	**Others** according to own role, for example: • parents, carers and guardians • other adults in the school • professionals external to the school.

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off: completed unit STL2C8
I confirm that the learner has met the requirements for all assessment criteria demonstrating the knowledge and skills of this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

STL2C9: Understand children and young people's play and leisure

Unit reference	J/616/5464	Unit level	2
Credit value	3	GL	20
Unit aim	This unit provides the knowledge and understanding required to support children and young people's play and leisure.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Understand the nature and importance of play and leisure.	1.1 Describe the importance of play and leisure for children and young people.		
	1.2 Describe the aims and content of extra-curricular activities.		
	1.3 Describe how play and leisure contribute to children and young people's development and sense of being well.		
	1.4 Outline the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play.		
	1.5 Describe the characteristics of: • freely chosen play • self-directed play • leisure.		
2. Understand own role in relation to play, leisure and extra-curricular activities.	2.1 Identify routine safety checks on areas used for children and young people's play and leisure.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.2 Outline the value of risk and challenge in children and young people's play and leisure.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature:　　　　　　　　　　　　　　　Date:

Assessor sign off: completed unit STL2C9
I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge of this unit.

Assessor name:

Signature:　　　　　　　　　　　　　　　Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

STL2C10: Promote an effective learning environment

Unit reference	R/616/5466	Unit level	2
Credit value	3	**GL**	25
Unit aim	This unit provides the knowledge, understanding and skills to promote an effective learning environment by supporting learning activities in different learning situations. It requires competence in assisting with the planning and supporting of the delivery of learning activities. It requires competence in monitoring the progress of children and young people in the learning environment.		

Learner name:		Centre no:	
PIN:		**ULN:**	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Be able to support the teacher in planning learning activities.	1.1 Identify own role and responsibilities for the planning, delivery and review of **learning activities.**		
	1.2 Use organisational skills to prepare safe learning environments to meet: • the requirements of the planned learning activities • the age range of learners involved • any particular needs of the learners.		
	1.3 Identify opportunities for using **ICT** to support learning.		
2. Be able to support learning activities.	2.1 Use a range of learning support strategies to meet the needs of children and young people.		
	2.2 Apply skills and techniques to engage and motivate learners.		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
	2.3 Demonstrate ways of supporting learners to develop: • English skills • maths skills • ICT skills.		
	2.4 Describe the sorts of problems that might occur when supporting learning activities and how to deal with these.		
3. Be able to monitor children and young people's participation and progress.	3.1 Show how to record children and young people's participation and progress to share with others.		
4. Be able to support the evaluation of learning activities.	4.1 Show how to evaluate learning activities and share this with others.		
	4.2 Provide recommendations for improved learning opportunities for: • English skills • maths skills • ICT skills.		

Additional information about the unit:	
Additional unit assessment guidance	**Learning activities** for individuals and small groups, under the direction of a teacher, as well as working in partnership with the teacher to deliver learning with a whole class. Learning activities may be undertaken in a classroom environment, outside or off site. **ICT** covers a range of different activities, equipment and technological devices, such as programmable toys, telephones, videos, timers, keyboards, keypads, computers, software, digital cameras, interactive whiteboards, tablets, as well as new technologies as they become available.

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off: completed unit STL2C10
I confirm that the learner has met the requirements for all assessment criteria demonstrating the knowledge and skills of this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

STL2C11: Provide displays in a learning environment

Unit reference	D/616/5468	Unit level	2
Credit value	2	GL	15
Unit aim	This unit provides the knowledge, understanding and skills required to provide displays in schools and colleges. It requires demonstration of skill in designing, setting up, maintaining and dismantling displays as well as involving learners in the design and development of displays.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Be able to plan displays for a learning environment.	1.1 Use identified techniques for displaying information.		
	1.2 Plan the design and content of the display to meet an agreed purpose.		
	1.3 Show children and young people how to plan the design and content of the display.		
2. Be able to display information.	2.1 Show how to locate the display in an appropriate and accessible place for most effect.		
	2.2 Select a type of display and create a display that: • celebrates and acknowledges children and young people's work • shares information.		
	2.3 Show how to monitor and maintain a display.		

Learner declaration of authenticity:
I declare that the work presented for this unit is entirely my own work.

Learner signature: Date:

Assessor sign off: completed unit STL2C11
I confirm that the learner has met the requirements for all assessment criteria demonstrating the knowledge and skills of this unit.

Assessor name:

Signature: Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Section 4: Assessment and quality assurance information

	Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list you should contact your External Quality Assurer with full details of your proposed method. It will need formal approval from us before it can be used.

Please refer to the notes relating to **Expert Witness testimony** and **simulation** which follow this table.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Ref	Assessment Method	Assessing Competence /Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by a Tutor/Teacher/Assessor* • by a Tutor/Teacher/Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles *for further details please see page 51	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence* • when directed by the Sector Skills Council or other assessment strategy/principles	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes

Ref	Assessment Method	Assessing Competence /Skills	Assessing Knowledge/ Understanding
H	Portfolio of evidence • may include simulation**	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert Witness testimony** should be used in line with the relevant assessment strategy/principles where direct observation is not practicable. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence.

** **Simulation**. A learner's Portfolio of Evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found on the NCFE website.

The Centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within your Centre conform to the assessment requirements for the **unit** they are assessing or quality assuring.

Assessment Strategy

Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions.
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions.
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Requirements for Assessors and Internal Quality Assurers

Centres delivering this qualification must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the expected number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure that all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors

Assessors of this qualification should be appropriately qualified to make assessment decisions. Although it is not a specific requirement of this qualification, we consider it to be good practice for Assessors to hold, or be working towards, a recognised qualification in assessment. Where a recognised qualification is not held, Assessors should be able to demonstrate relevant and current experience of assessment.

In order to assess knowledge-based units, the Assessor should be occupationally knowledgeable, i.e. have relevant knowledge to assess units designed to test the knowledge and understanding of learners. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

In order to assess competence-based units, the Assessor should be occupationally competent, i.e. able to carry out the requirements of the units they are assessing. This competence should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

The following are examples of qualifications/roles that Tutors/Teachers/Assessors may hold to be able to make decisions involving the assessment of learners:

- An Assessor qualification such as D32/D33, A1/A2 or a Level 3 Award/Certificate in Assessing Vocationally Related Achievement
- Qualified Teacher Status/Early Years Professional Status
- Certificate in Education in Post Compulsory Education (PCE)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS, DTLLS)

Any examples given are not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent Qualifications or backgrounds may also qualify prospective staff for assessment roles. Centres seeking further clarification should contact their External Quality Assurer in the first instance.

Internal Quality Assurance

All staff involved in the internal quality assurance of this qualification should be appropriately qualified to make quality assurance decisions. Although it is not a specific requirement of this qualification, we consider it to be good practice for internal quality assurance staff to hold, or be working towards, a recognised qualification in internal quality assurance. Where a recognised qualification is not held, Internal Quality Assurers should be able to demonstrate relevant and current experience of internal quality assurance.

In order to carry out quality assurance of assessment decisions, internal quality assurance staff should be occupationally knowledgeable, i.e. have relevant knowledge across units they will be quality assuring. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

Examples of relevant qualifications/experience

This section provides examples of relevant qualifications/experience to demonstrate occupational knowledge/competence for Assessors and Internal Quality Assurers. The guidance in this section is not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment/internal quality assurance roles.

Examples of relevant qualifications

- Level 5 Diploma in Education and Training (DET)
- Postgraduate Certificate in Education (PGCE)

Examples of occupational experience

- Teacher, lecturer, proven record of experience in a learning environment where supervision of delivery and assessment can be evidenced.

We are not responsible for any complications that arise in the delivery, assessment or internal quality assurance process as a result of internal recruitment and training decisions. Decisions regarding staff recruitment and training should be made at the discretion of Centres. Centres should be aware of their obligations under their Agreement with us to ensure that all staff involved in the delivery, assessment and internal quality assurance of our qualifications are suitably qualified/experienced.

Section 5: Documents

Useful documents
This section refers to useful documents that can be found on the secure website which may assist with the delivery of this qualification. • Delivering Our Qualification – Guidance.

Mandatory documents
The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates. • Evidence Record • Record of Assessment Cycle. We have also provided notes to guide you when completing these forms: • Completing the Evidence Record • Completing the Record of Assessment Cycle. The forms and guidance documents are included within **Delivering Our Qualification – Guidance** on the secure website.

Resources
The resources and materials used in the delivery of this qualification, must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

*** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.**