



Level 2 Certificate In
SUPPORTING TEACHING AND LEARNING IN SCHOOLS

Evidence Logbook

Qualification recognition number: 603/2741/8

Qualification Reference: L3CSTLS

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Assessment Principles

1. Assessment Principles

1.1 Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

1.2 Assessment decisions for competence based learning outcomes must be made by an assessor qualified to make assessment decisions.

1.3 Competence based assessment must include direct observation as the main source of evidence.

1.4 Simulation may only be utilised as an assessment method for competence based learning outcomes if specified in the assessment requirements of the component.

1.5 Expert witnesses can be used for direct observation if they have occupational expertise for specialist areas or, if the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

1.6 Assessment of knowledge based learning outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

1.7 Assessment decisions for knowledge based learning outcomes must be made by an occupationally knowledgeable assessor.

1.8 Assessment decisions for knowledge based learning outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

2. Internal Quality Assurance

2.1 Internal quality assurance is key to ensuring that the assessment of evidence for component is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

3. Definitions

3.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency components they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continued learning and professional development.

3.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding and be able to assess this in components designed to test knowledge and understanding. This occupational

knowledge should be maintained annually through clearly demonstrable continued learning and professional development.

3.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding organisations will determine what qualifies those making assessment decisions according to the competency components under assessment. In any case of significant uncertainty, the Sector Skills Council will be consulted.

3.4 Qualified to make quality assurance decisions:

Awarding organisations will determine what qualifies an assessor undertaking internal quality assurance to make decisions about quality assurance.

3.5 Expert witness:

An expert witness must:

- have a working knowledge of the components on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff

Evidence Requirements for the Level 2 Certificate in Supporting Teaching and Learning in Schools

You must meet all the learning outcomes and assessment criteria identified in each component to achieve the full component. Evidence should be developed over a period of time using diverse assessment methods.

How Your Evidence is Checked

After your Assessor has assessed your work, another member of staff - the Internal Quality Assurer - will review it. An External Quality Assurer from Future (Awards and Qualifications) will visit your assessment centre.

Certificate Claims

Once you've built up your portfolio of evidence, your assessor will sign off your component declaration and present your portfolio to the Internal Quality Assurer. Once the portfolio has passed the internal quality assurance process, the centre can claim your certificate.

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Group A - Mandatory Components

Component 1: Equality, Diversity and Inclusion in Work with Children and Young People

Component Reference Number: D/616/6734

Level: 2

Credit: 2

GL: 15

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Understand the importance of promoting equality and diversity in work with children and young people			
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			
2 Understand the impact of prejudice and discrimination on children and young people			
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			
3 Understand inclusion and inclusive practices in work with children and young people			
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			

Learner declaration of authenticity:

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed component:

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

Component 2: Maintain and Support Relationships with Children and Young People

Component Reference Number: D/601/7403

Level: 2

Credit: 3

GL: 15

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Be able to communicate with children and young people			
1.1 Communicate with children and young people in a way that is appropriate to the individual, using both conventional language and body language			
1.2 Actively listen to children and young people and value what they say, experience and feel			
1.3 Check that children and young people understand what is communicated			
2 Be able to develop and maintain relationships with children and young people			
2.1 Demonstrate how to establish rapport and respectful, trusting relationships with children and young people			
2.2 Give attention to individual children and young people in a way that is fair to them and the group as a whole			
2.3 Demonstrate supportive and realistic responses to children and young people's questions, ideas, suggestions and concerns			

2.4 Provide children and young people with reasons for actions when appropriate			
2.5 Encourage children and young people to make choices for themselves			
3 Be able to support relationships between children and young people and others in the setting			
3.1 Support children and young people to communicate effectively with others			
3.2 Encourage children and young people to understand other people's individuality, diversity and differences			
3.3 Help children and young people to understand and respect other people's feelings and points of view			
3.4 Support children and young people to develop group agreements about the way they interact with others			
3.5 Demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves			

Additional Information:

Communicate:

- verbally
- non-verbally
- informally
- formally

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Signature:

Date:

Component 3: Communication and Professional Relationships with Children, Young People and Adults

Component Reference Number: K/616/6736

Level: 2

Credit: 2

GL: 15

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Know how to interact with and respond to children and young people			
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			
2 Know how to interact with and respond to adults			
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			

3 Know how to communicate with children, young people and adults			
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			
4 Know about current legislation, policies and procedures for confidentiality and sharing information, including data protection			
4.1 Identify relevant legal requirements and procedures covering confidentiality, data protection and the disclosure of information			
4.2 Describe the importance of reassuring children, young people and adults of the confidentiality of shared information and the limits of this			
4.3 Identify the kinds of situations when confidentiality protocols must be breached			

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Assessor name:

Signature:

Date:

Component 4: Child and Young Person Development

Component Reference Number: H/601/3305

Level: 2

Credit: 2

GL: 15

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Know the main stages of child and young person development			
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			
2 Understand the kinds of influences that affect children and young people's development			
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			

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

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

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Signature:

Date:

Component 5: Safeguarding the Welfare of Children and Young People

Component Reference Number: K/601/3323

Level: 2

Credit: 3

GL: 20

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Know about the legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety			
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			
2 Know what to do when children or young people are ill or injured, including emergency procedures			
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			

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

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: <ul style="list-style-type: none"> • failing to comply with safeguarding procedures • harming, abusing or bullying a child or young person 			
3.5 Describe the principles and boundaries of confidentiality and when to share information			

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Assessor sign off of completed component:

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Assessor name:

Signature:

Date:

Component 6: Support Children and Young People's Positive Behaviour

Component Reference Number: T/601/7407

Level: 2

Credit: 2

GL: 15

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Know the policies and procedures of the setting for promoting children and young people's positive behaviour			
1.1 Describe the policies and procedures of the setting relevant to promoting children and young people's positive behaviour			
1.2 Describe with examples the importance of all staff consistently and fairly applying boundaries and rules for children and young people's behaviour in accordance with the policies and procedures of the setting			
2 Be able to support positive behaviour			
2.1 Describe the benefits of encouraging and rewarding positive behaviour			
2.2 Apply skills and techniques for supporting and encouraging children and young people's positive behaviour			
2.3 Demonstrate realistic, consistent and supportive responses to children and young people's behaviour			

2.4 Provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting			
3 Be able to respond to inappropriate behaviour			
3.1 Select and apply agreed strategies for dealing with inappropriate behaviour			
3.2 Describe the sorts of behaviour problems that should be referred to others and to whom these should be referred			

Additional Information:

Policies and procedures of the setting relevant to promoting positive behaviour e.g.

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

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

Learner declaration of authenticity:	
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Learner signature:	Date:

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

Component 7: Support Children and Young People's Health and Safety

Component Reference Number: M/616/6740

Level: 2

Credit: 3

GL: 15

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Know the legislative and policy framework for health and safety			
1.1 Describe how current health and safety legislation, policies and procedures are implemented in the setting			
1.2 Describe how health and safety is monitored and maintained in the setting			
1.3 Describe how people in the setting are made aware of risks and hazards and encouraged to work safely			
1.4 Identify the lines of responsibility and reporting for health and safety in the setting			
2 Be able to recognise and manage risks to children and young people's health, safety and security			
2.1 Demonstrate how to identify potential hazards to the health, safety and security of children and young people			
2.2 Demonstrate how to deal with hazards to minimise risks to the health, safety and security of children and young people			
2.3 Demonstrate ways of supporting children and young people to take responsibility for their own health, safety and security			

3 Be able to support children and young people to assess and manage risk			
3.1 Outline the importance of taking a balanced approach to risk management			
3.2 Demonstrate ways of supporting children and young people to assess and manage risk for themselves			
4 Be able to respond to emergency situations			
4.1 Recognise and respond to emergency situations			
4.2 Follow the setting's procedures for dealing with emergency situations			
4.3 Give reassurance and comfort to those involved in the emergency			
4.4 Give other people providing assistance clear information about what has happened			
4.5 Follow the procedures of the setting for reporting and recording accidents and emergencies			

Additional Information:

Potential hazards to the health, safety and security of children and young people e.g.

- physical
- security
- fire
- food safety
- personal safety
- Balanced approach to risk management:
 - taking into account the child or young person's age, needs and abilities
 - avoiding excessive risk taking
 - not being excessively risk adverse
 - recognising the importance of risk and challenge to children and young people's development

- Emergency situations including:
 - accidents
 - illness
 - fires
 - security incidents
 - missing children or young people

Learner declaration of authenticity:

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Assessor name:

Signature:

Date:

Component 8: Support Learning Activities

Component Reference Number: T/616/6741

Level: 2

Credit: 4

GL: 25

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Be able to support the teacher in planning learning activities			
1.1 Describe how a learning support practitioner may contribute to the planning, delivery and review of learning activities			
1.2 Identify own strengths and weaknesses in relation to supporting learning activities and how these may impact on the support that can be provided			
1.3 Use own knowledge of the learners and curriculum to contribute to the teacher's planning			
1.4 Identify and obtain the information required to support learning activities			
1.5 Identify and agree with the teacher the opportunities for using information and communication technology to support learning			
2 Be able to prepare for learning activities			
2.1 Select and prepare the resources required for planned learning activities			
2.2 Adapt resources as directed by the teacher to meet the needs of learners			

2.3 Ensure the learning environment meets relevant health, safety, security and access requirements			
3 Be able to support learning activities			
3.1 Use a range of learning support strategies to meet the needs of learners			
3.2 Apply skills and techniques to engage and motivate learners			
3.3 Demonstrate ways of supporting learners to develop: a) literacy skills b) numeracy skills c) ICT skills			
3.4 Describe the sorts of problems that might occur when supporting learning activities and how to deal with these			
4 Be able to observe and report on learner participation and progress			
4.1 Apply skills and techniques for monitoring learners' responses to learning activities			
4.2 Assess how well learners are participating in activities and the progress they are making			
4.3 Record observations and assessments of learner participation and progress in the required format			
5 Be able to support the evaluation of learning activities			
5.1 Describe the importance of evaluating learning activities			
5.2 Provide constructive feedback on learning activities in discussion with the teacher			

5.3 Identify any difficulties encountered in supporting the learning activities			
5.4 Provide the teacher with feedback on learners' participation and progress			
6 Be able to evaluate own practice in relation to supporting literacy, numeracy and ICT			
6.1 Identify ways in which own knowledge, understanding and skills in literacy, numeracy and ICT impact on practice			
6.2 Identify opportunities to improve own knowledge, understanding and skills in literacy, numeracy and ICT			

Additional Information:

Information required to support learning activities includes:

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

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

Resources to support learning activities including:

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

Problems may relate to:

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

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Assessor name:

Signature:

Date:

Component 9: Help Improve Own and Team Practice in School

Component Reference Number: A/616/6742

Level: 2

Credit: 3

GL: 15

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Be able to reflect on own practice			
1.1 Take note of children and young people's responses to own practice			
1.2 Ask for constructive feedback on own practice from colleagues			
1.3 Take note of responses to own practice from others			
1.4 Evaluate all aspects of own practice			
2 Be able to improve own practice			
2.1 Identify possible development opportunities relevant to improving own practice			
2.2 Describe the importance of continuing professional development			
2.3 Work with an appropriate person to: a) identify own strengths, and areas where practice could improve b) plan ways in which practice could improve c) identify goals and targets			
2.4 Take part in continuing professional development that is relevant to own goals and targets			

2.5 Review own personal development			
2.6 Identify new areas of skill and knowledge to achieve new goals and targets			
3 Understand the work of the team			
3.1 Describe why team work is important in schools			
3.2 Describe the purpose and objectives of the team in which they work			
3.3 Describe own role and responsibilities and those of others in the team			
3.4 Describe the importance of respecting the skills and expertise of other practitioners			
4 Be able to support the work of the team			
4.1 Support the purpose and objectives of the team			
4.2 Carry out own role and responsibilities within the team			
4.3 Communicate clearly with team members and others, making sure they have the information they need			
4.4 Interact with others in a way that supports good team work			
4.5 Identify and suggest ways in which the team could improve its work, challenging existing practice where necessary			
4.6 Respond to differences of opinion and conflict constructively			

4.7 Seek advice and support from relevant people when needed			
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Learner declaration of authenticity:
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Learner signature: _____ Date: _____

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

Assessor name: _____

Signature: _____ Date: _____

Group B – Optional Components

Component 10: Schools as Organisations

Component Reference Number: F/616/6743

Level: 2

Credit: 3

GL: 20

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Know the structure of education from early years to post-compulsory education			
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			
2 Understand how schools are organised in terms of roles and responsibilities			
2.1 Explain the strategic purpose of: a) school governors b) senior management team c) other statutory roles e.g. SENCO d) teachers e) support staff roles			
2.2 Explain the roles of external professionals who may work with a school e.g. educational psychologist			
3 Understand school ethos, mission, aims and values			

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			
4 Know about the legislation affecting schools			
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			
5 Understand the purpose of school policies and procedures			
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			
6 Understand the wider context in which schools operate			

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			

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

Learner signature: _____ Date: _____

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

Assessor name: _____

Signature: _____ Date: _____

Component 11: Schools as Organisations

Component Reference Number: J/616/6744

Level: 3

Credit: 3

GL: 15

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Know the different types of schools in the education sector			
1.1 Identify the main types of state and independent schools			
1.2 Describe the characteristics of the different types of schools in relation to educational stage(s) and school governance			
2 Know how schools are organised in terms of roles and responsibilities			
2.1 Describe roles and responsibilities of: a) school governors b) senior management team c) other statutory roles e.g. SENCO d) teachers e) support staff			
2.2 Describe the roles of external professionals who may work with a school e.g. educational psychologist			
3 Understand how schools uphold their aims and values			
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			
4 Know about the laws and codes of practice that affect work in schools			
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			
5 Know about the range and purpose of school policies and procedures			
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			
6 Know about the wider context in which schools			
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			

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Signature:

Date:

Group C – Optional Components

Component 12: Support the Use of Information and Communication Technology for Teaching and Learning

Component Reference Number: L/616/6745

Level: 2

Credit: 2

GL: 12

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Know the policy and procedures for the use of ICT for teaching and learning			
1.1 Describe the setting's policy for the use of ICT for teaching and learning			
1.2 Identify the ICT resources used for teaching and learning within the setting			
1.3 Outline relevant legislation, regulations and guidance in relation to the use of ICT e.g. software licensing			
1.4 Describe the setting's procedures for dealing with faulty ICT equipment			
1.5 Describe the requirements and procedures for storage and security of ICT resources in the setting			
2 Be able to prepare ICT resources for use in teaching and learning			
2.1 Follow the manufacturers' and safety instructions for setting up ICT resources			

2.2 Describe the risks associated with ICT resources and how to minimise them			
2.3 Identify and obtain accessories, consumables and information needed to use ICT resources			
2.4 Use screening devices to prevent access to unsuitable material via the internet			
2.5 Identify and resolve common problems with ICT resources			
3 Be able to support the use of ICT for teaching and learning			
3.1 Operate ICT resources correctly and safely when asked to do so			
3.2 Give clear guidance and instructions on the use of ICT resources			
3.3 Provide an appropriate level of assistance to enable learners to experience a sense of achievement, maintain self-confidence and encourage self-help skills in the use of ICT			
3.4 Monitor the safe use of ICT resources, including internet access, and intervene promptly where actions may be dangerous			
3.5 Describe the sorts of problems that might occur when supporting learners using ICT and how to deal with these			

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Assessor name:

Signature:

Date:

Component 13: Provide Displays in Schools

Component Reference Number: R/616/6746

Level: 2

Credit: 3

GL: 15

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Understand the school policy and procedures for displays			
1.1 Describe the school policy for displays			
1.2 Describe the importance and purposes of displays in the school			
1.3 Describe how displays are used in the learning process			
1.4 Describe the requirements and procedures for carrying out a risk assessment for displays			
2 Be able to design displays			
2.1 Plan the design and content of the display to meet an agreed purpose			
2.2 Involve pupils in planning the design and content of the display			
2.3 Encourage pupils to develop materials for the display			
2.4 Select and create materials relevant to the purpose of the display			
3 Be able to set up displays			
3.1 Locate the display in an appropriate and accessible place for users			

3.2 Display all relevant material			
3.3 Use clear labelling and layout to acknowledge and celebrate pupils' work			
3.4 Check that the display meets relevant health, safety, security and access requirements			
4 Be able to maintain displays			
4.1 Identify the optimum time duration for the display by reference to its theme, purpose and materials used			
4.2 Maintain the display in a tidy, clean and correctly laid out condition			
4.3 Monitor the display for stability and safety and take appropriate action if required			
4.4 Assess the display regularly for its continuing usefulness and attractiveness			
4.5 Add to, amend and update the display as required by its theme and use			
5 Be able to dismantle displays			
5.1 Dismantle the display as soon as it is no longer required			
5.2 Store or return materials and equipment used in the display in accordance with school policy and procedures			
5.3 Dispose of waste materials safely and with due regard to recycling opportunities and sustainable development			

Learner declaration of authenticity:

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed component:

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

Component 14: Contribute to Supporting Bilingual Learners

Component Reference Number: Y/616/6747

Level: 2

Credit: 2

GL: 12

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Be able to interact with bilingual learners			
1.1 Interact with bilingual learners in a way that demonstrates: a) respect for their first or home language(s), values, culture and beliefs b) sensitivity to individual needs			
1.2 Use language and vocabulary which is appropriate to the learner's age, level of understanding and proficiency in the target language			
2 Be able to support bilingual learners to develop skills in the target language			
2.1 Use knowledge of the needs and interests of individual learners to support development of the target language			
2.2 Use a range of techniques for supporting learners in developing language skills in the target language			
2.3 Show ways of encouraging and supporting bilingual learners to interact with others using the target language			
3 Be able to support bilingual learners during learning activities			

3.1 Select learning resources to meet the needs of bilingual learners			
3.2 Apply skills and techniques for including bilingual learners in learning activities			
3.3 Use appropriate techniques to support the learning and language development needs of individual learners			
3.4 Provide feedback to the teacher on the learner's participation and progress in relation to: a) the learning activities b) language development			

Additional Information:

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

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

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

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

Learner declaration of authenticity:

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed component:

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

Component 15: Support Children and Young People at Meal or Snack Times

Component Reference Number: A/601/6517

Level: 2

Credit: 3

GL: 18

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Know the principles of healthy eating for children			
1.1 Outline the nutritional requirements of a healthy diet for children and young people			
1.2 Describe examples of healthy meals and snacks for children and young people			
1.3 Describe how culture, religion and health conditions impact on food choices			
2 Know the benefits of healthy eating for children and young people			
2.1 Describe the benefits of healthy eating for children and young people			
2.2 Describe the possible consequences of an unhealthy diet			
2.3 Describe how to recognise and deal with allergenic reactions to food			
2.4 Describe where to get advice on dietary concerns			
3 Know how to encourage children and young people to make healthier food choices			
3.1 Describe the food policy of the setting			

3.2 Describe with examples ways of encouraging children and young people: a) to make healthier food choices b) to eat the food provided for them			
4 Be able to support hygiene during meal or snack times			
4.1 Explain the importance of personal hygiene at meal and snack times			
4.2 Demonstrate good hygiene practice in relation to own role in food handling and waste disposal			
4.3 Demonstrate ways of encouraging children and young people's personal hygiene at meal and/or snack times			
5 Be able to support the code of conduct and policies for meal and snack times			
5.1 Describe the setting's code of conduct and policies for meal and snack times			
5.2 Apply skills and techniques for supporting and encouraging children and young people's positive behaviour in the dining area including table manners			
5.3 Apply skills and techniques for dealing with inappropriate behaviour in the dining area			

Learner declaration of authenticity:

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed component:

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

Component 16: Support Children and Young People with Disabilities and Special Educational Needs

Component Reference Number: D/601/6526

Level: 2

Credit: 4

GL: 26

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Know the rights of disabled children and young people and those with special educational needs			
1.1 Outline the legal entitlements of disabled children and young people and those with special educational needs			
1.2 Describe the assessment and intervention frameworks for disabled children and young people and those with special educational needs			
1.3 Describe the benefits of early recognition and intervention for disabled children and young people and those with special educational needs			
1.4 Describe the purpose of individual plans for disabled children and young people and those with special educational needs			
1.5 Describe the principles of working inclusively with disabled children and young people and those with special educational needs			
2 Understand the disabilities and/or special educational needs of children and young people in own care			

2.1 Describe the relationship between disability and special educational needs			
2.2 Describe the nature of the particular disabilities and/or special educational needs of children and young people with whom they work			
2.3 Describe the special provision required by children and young people with whom they work			
3 Be able to contribute to the inclusion of children and young people with disabilities and special educational needs			
3.1 Obtain information about the individual needs, capabilities and interests of disabled children and young people and those with special educational needs with whom they work			
3.2 Identify barriers to participation for disabled children and young people and those with special educational needs with whom they work			
3.3 Work with children, young people and others to remove barriers to participation			
3.4 Demonstrate ways of supporting inclusion and inclusive practices in own work with disabled children and young people and those with special educational needs			
4 Be able to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences			

4.1 Identify and implement adaptations that can be made to support disabled children and young people and those with special educational needs to participate in the full range of activities and experiences provided by the setting			
4.2 Support children and young people to use specialist aids and equipment as necessary to enable them to participate in activities and experiences			
4.3 Demonstrate ways of supporting participation and equality of access for disabled children and young people and those with special educational needs			
4.4 Work in partnership with children, young people and others to review and improve activities and experiences provided for disabled children and young people and those with special educational needs			

Learner declaration of authenticity:

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed component:

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

Component 17: Provide Support for Therapy Sessions

Component Reference Number: D/601/9023

Level: 2

Credit: 2

GL: 14

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Understand the benefits of therapy sessions			
1.1 Identify different types of therapy sessions in which an individual may participate			
1.2 Describe how therapy sessions can benefit an individual			
2 Be able to prepare for therapy sessions			
2.1 Establish own responsibilities in preparing for a therapy session			
2.2 Identify with the individual their preferences and requirements for the therapy session			
2.3 Follow instructions to prepare the environment, materials, equipment and self for the session			
3 Be able to provide support in therapy sessions			
3.1 Provide support during a therapy session that takes account of: <ul style="list-style-type: none"> • the therapist's directions • the individual's preferences and requirements 			
3.2 Promote the active participation of the individual during the session			

3.3 Describe ways to overcome fears or concerns an individual may have about a therapy session			
4 Be able to observe and record therapy sessions			
4.1 Agree what observations need to be carried out during therapy sessions			
4.2 Agree how observations will be recorded			
4.3 Carry out agreed observations			
4.4 Record agreed observations as required			
5 Be able to contribute to the review of therapy sessions			
5.1 Contribute to a review of therapy sessions to identify issues and progress			
5.2 Contribute to agreeing changes to therapy sessions with the individual and others			

Additional Information:

Therapy sessions may include:

- occupational therapy
- physiotherapy
- hydrotherapy
- aromatherapy

An individual is someone requiring care or support.

Others may include:

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

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

Learner declaration of authenticity:

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed component:

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

Component 18: Support Extra-Curricular Activities

Component Reference Number: D/616/6751

Level: 2

Credit: 3

GL: 15

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Be able to prepare for extra-curricular activities			
1.1 Describe the aims and content of the extra-curricular activity			
1.2 Obtain equipment and resources for the activity			
1.3 Prepare the environment for the safe conduct of the activity			
1.4 Support children and young people to prepare for the activity			
2 Be able to deliver extra-curricular activities			
2.1 Interact with children and young people in a way that makes them feel welcome and at ease			
2.2 Comply with organisational procedures for: a) checking the children and young people present b) making sure children and young people's dress and equipment are safe and appropriate			
2.3 Use skills and techniques for ensuring the children and young people understand the activity and what they will be doing			

2.4 Use skills and techniques to engage and motivate children and young people to actively participate in extra-curricular activities			
2.5 Recognise when children and young people need encouragement and/or help with activities			
2.6 Provide children and young people with additional explanations and demonstrations when necessary			
3 Be able to bring extra-curricular activities to an end			
3.1 Prepare children and young people to finish their activities			
3.2 Give the children and young people clear and supportive feedback on their participation and progress			
3.3 Encourage children and young people to say how they feel about activities and respond to their feelings appropriately			
3.4 Follow organisational procedures for: a) the safe and orderly departure of children and young people from the activity session b) clearing and storing equipment and resources			
4 Be able to reflect on own contribution to extra-curricular activities			
4.1 Use feedback from children, young people and colleagues to reflect on and improve own contribution to extra-curricular activities			

Learner declaration of authenticity:

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed component:

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

Component 19: Support Children and Young People’s Play and Leisure

Component Reference Number: T/601/6564

Level: 2

Credit: 3

GL: 16

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Understand the nature and importance of play			
1.1 Describe the importance of play and leisure for children and young people			
1.2 Describe how play and leisure contribute to children and young people’s development			
1.3 Outline the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play			
1.4 Describe the characteristics of freely chosen, self-directed play and leisure			
2 Be able to support children and young people’s play and leisure			
2.1 Describe own role in supporting children and young people’s play and leisure activities			
2.2 Give attention to children and young people’s play and leisure activities while being sensitive to own impact on activities			

2.3 Undertake routine safety checks on areas used for children and young people's play and leisure before, during and after play and leisure activities			
2.4 Supervise children and young people's play and leisure ensuring their safety			
2.5 Interact with children and young people in a way that demonstrates: a) interest in what they say, experience and feel b) respect for their privacy and freedom to make choices for themselves c) encouragement and praise for play and leisure activities			
3 Be able to support children and young people in balancing risk and challenge			
3.1 Outline the value of risk and challenge in children and young people's play and leisure			
3.2 Describe with examples what is meant by unacceptable risk and challenge in children and young people's play and leisure			
3.3 Describe why it is important for children and young people to manage risk and challenge for themselves			
3.4 Demonstrate ways of encouraging children and young people to manage risk and challenge in play and leisure activities for themselves			

4 Be able to reflect on and improve own practice

4.1 Reflect on all aspects of own practice in supporting children and young people's play and leisure			
4.2 Identify own strengths and areas where practice could improve			
4.3 Describe how own practice has been improved following reflection			

Learner declaration of authenticity:

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed component:

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

Component 20: Support Children and Young People’s Travel Outside of the Setting

Component Reference Number: K/616/6753

Level: 2

Credit: 3

GL: 22

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Know the policy and procedures for children and young people’s travel outside of the setting			
1.1 Describe the organisational and legal requirements for children and young people’s travel outside of the setting including adult/child ratio requirements			
1.2 Describe the different travel arrangements which are appropriate to the individual needs of children and young people and the range of journeys which are being undertaken			
1.3 Describe the importance of children, young people and adults involved having complete and accurate information about travel arrangements in good time			
1.4 Describe typical preparations which children and young people and those accompanying them on journeys would have to make for the range of journeys undertaken			
1.5 Identify the kinds of issues that might occur when supporting children and young people’s travel			

1.6 Describe the contingency arrangements appropriate to the issues that may arise when children and young people are travelling			
2 Be able to support the arrival and departure of children and young people			
2.1 Obtain information about the children and young people to be dropped off/picked up			
2.2 Communicate arrangements to colleagues when relevant			
2.3 Remind children and young people about health and safety issues relating to arriving at and leaving the setting			
2.4 Follow the organisational procedures for: a) supervising the arrival and departure of children and young people b) checking that all children and young people have been accounted for c) dealing with any issues arising when children and young people are arriving at or leaving the setting			
3 Be able to support children and young people during travel			
3.1 Remind children and young people of agreed ways to keep safe during travel			
3.2 Respond to the needs of individual children and young people and offer help when required			

3.3 Follow organisational procedures for travel: a) on foot b) by public transport c) by private transport			
3.4 Respond to children and young people’s feelings and behaviour as they move from one environment to another			
3.5 Encourage children and young people to look after themselves and their belongings during travel			

Learner declaration of authenticity:

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed component:

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

Component 21: Invigilate Tests and Examinations

Component Reference Number: M/616/6754

Level: 3

Credit: 3

GL: 19

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Understand policy and procedures for the conduct of tests and examinations			
1.1 Explain the centre's tests and examinations policy			
1.2 Explain the procedures and regulations for the conduct of external examinations and any inspection procedures related to this			
1.3 Explain the sorts of access arrangements that may be required for candidates with additional needs			
1.4 Explain the centre's procedures for responding to health, safety and security emergencies during a test or examination			
1.5 Explain the reasons why a candidate may need to be supervised between tests and examinations			
2 Be able to prepare for tests and examinations			
2.1 Demonstrate the correct procedures for setting up an examination room			
2.2 Identify and obtain supplies of authorised stationery and materials including the correct test or examination papers			

2.3 Explain and demonstrate arrangements for the safe custody of question papers and other test or examination materials			
2.4 Identify and comply with any specific requirements for the test or examination and/or the candidates involved			
2.5 Identify and check any emergency communication system if available			
3 Be able to prepare candidates for tests and examinations			
3.1 Explain the importance of having the examination room ready to admit candidates at the scheduled time			
3.2 Demonstrate the correct procedures for admitting candidates into the room			
3.3 Perform the necessary checks for: a) verifying the identity of the candidates b) ensuring that no inadmissible equipment or materials are brought into the examination room c) confirming candidates are seated according to the seating plan d) ensuring that candidates have the correct papers and materials			
3.4 Explain the procedures for dealing with: a) candidates who are not on the test or examination attendance list b) candidates who arrive late for a test or examination			

4 Be able to implement invigilation requirements			
4.1 Explain the importance of ensuring all rules and regulations relating to the conduct of tests and examinations are strictly applied and followed			
4.2 Give clear and unambiguous instructions to candidates at the start of tests and examinations			
4.3 Demonstrate the correct procedures for completing an attendance register including specific requirements for candidates who are: a) withdrawn from a test or examination b) not on the register c) late for a test or examination d) absent from a test or examination			
4.4 Apply the centre's procedures for dealing with: a) queries from candidates b) disruptive behaviour or irregular conduct c) candidates who want or need to leave the examination room during the test or examination			
5 Be able to end tests and examinations			
5.1 Demonstrate the correct procedures for ending tests and examinations including: a) collecting papers b) allowing candidates to leave the examination room c) completing test and examination records			

<p>5.2 Differentiate between ending tests and examinations when:</p> <p>a) all candidates are due to finish their test or examination at the same time</p> <p>b) some candidates are still engaged in a test or examination</p>			
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Additional Information:

Access arrangements: the arrangements made by the centre and agreed by the awarding body, if appropriate, for candidates with additional needs, e.g. reading assistance, scribe, sign interpreter.

Setting up an examination room includes:

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

Specific requirements for the test or examination and/or the candidates involved e.g.:

- further guidance
- erratum notices
- supervision of individual candidates between tests or examinations
- access arrangements

<p>Learner declaration of authenticity:</p>	
<p>I declare that the work presented for this component is entirely my own work.</p>	
<p>Learner signature:</p>	<p>Date:</p>

<p>Assessor sign off of completed component:</p>	
<p>I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.</p>	
<p>Assessor name:</p>	
<p>Signature:</p>	<p>Date:</p>

Component 22: Prepare and Maintain Learning Environments

Component Reference Number: T/616/6755

Level: 2

Credit: 3

GL: 18

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Be able to prepare learning environments			
1.1 Describe the importance of health, safety and security in learning environments			
1.2 Organise learning environments to meet: a) the requirements of the planned learning activities b) the age range of learners involved c) any particular needs of the learners			
1.3 Identify potential hazards in the learning environment and take action to minimise risks			
1.4 Check that the necessary safety equipment is available and functional			
1.5 Set out learning resources so that learners are able to participate safely and effectively in the planned activities			
2 Be able to prepare learning materials			
2.1 Follow relevant manufacturers' instructions and health and safety requirements when preparing learning materials			

2.2 Prepare learning materials of the quality and quantity required			
2.3 Use materials carefully to minimise waste			
2.4 Dispose of waste materials safely and with due regard to recycling opportunities and sustainable development			
3 Be able to monitor and maintain learning environments and resources			
3.1 Describe how environmental factors may affect the learning process and how they should be adjusted for different types of activities			
3.2 Monitor and adapt the physical environment as needed to: a) maintain health, safety and security b) maintain the comfort of learners and adults c) make the best use of the space available for activities d) ensure access and ease of movement for all			
3.3 Support learners to: a) select learning resources and materials relevant to their learning tasks b) use resources safely and correctly			
3.4 Demonstrate ways of supporting learners to accept responsibility for: a) the safe use and care of the environment, equipment and materials b) returning equipment and materials to the appropriate place after use			

3.5 Follow organisational procedures for reporting deficiencies, damage and shortfalls in stocks of equipment and materials			
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Additional Information:

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

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

Safety equipment:

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

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

Learning resources:

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

Learning materials:

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

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

Environmental factors e.g.:

- light
- ventilation
- temperature

Learner declaration of authenticity:

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed component:

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

Component 23: Support Assessment for Learning

Component Reference Number: A/616/6756

Level: 3

Credit: 4

GL: 20

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Understand the purpose and characteristics of assessment for learning			
1.1 Compare and contrast the roles of the teacher and the learning support practitioner in assessment of learners' achievements			
1.2 Summarise the difference between formative and summative assessment			
1.3 Explain the characteristics of assessment for learning			
1.4 Explain the importance and benefits of assessment for learning			
1.5 Explain how assessment for learning can contribute to planning for future learning carried out by: a) the teacher b) the learners c) the learning support practitioner			
2 Be able to use assessment strategies to promote learning			
2.1 Obtain the information required to support assessment for learning			

2.2 Use clear language and examples to discuss and clarify personalised learning goals and criteria for assessing progress with learners			
2.3 Use assessment opportunities and strategies to gain information and make judgements about how well learners are participating in activities and the progress they are making			
2.4 Provide constructive feedback to learners to help them understand what they have done well and what they need to develop			
2.5 Provide opportunities and encouragement for learners to improve upon their work			
3 Be able to support learners in reviewing their learning strategies and achievements			
3.1 Use information gained from monitoring learner participation and progress to help learners to review their learning strategies, achievements and future learning needs			
3.2 Listen carefully to learners and positively encourage them to communicate their needs and ideas for future learning			
3.3 Support learners in using peer assessment and self-assessment to evaluate their learning achievements			

3.4 Support learners to: a) reflect on their learning b) identify the progress they have made c) identify their emerging learning needs d) identify the strengths and weaknesses of their learning strategies and plan how to improve them			
4 Be able to contribute to reviewing assessment for learning			
4.1 Provide feedback to the teacher on: a) learner participation and progress in the learning activities b) learners' engagement in and response to assessment for learning c) learners' progress in taking responsibility for their own learning			
4.2 Use the outcomes of assessment for learning to reflect on and improve own contribution to supporting learning			

Additional Information:

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

Information required to support assessment for learning:

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

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

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

- using open-ended questions
- observing learners

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

Learner declaration of authenticity:

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed component:

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

Component 24: Move and Position Individuals in Accordance with their Plan of Care

Component Reference Number: J/601/8027

Level: 2

Credit: 4

GL: 26

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
You must be able to:			
1 Understand anatomy and physiology in relation to moving and positioning individuals			
1.1 Outline the anatomy and physiology of the human body in relation to the importance of correct moving and positioning of individuals			
1.2 Describe the impact of specific conditions on the correct movement and positioning of an individual			
2 Understand legislation and agreed ways of working when moving and positioning individuals			
2.1 Describe how legislation and agreed ways of working affect working practices related to moving and positioning individuals			
2.2 Describe what health and safety factors need to be taken into account when moving and positioning individuals and any equipment used to do this			
3 Be able to minimise risk before moving and positioning individuals			
3.1 Access up-to-date copies of risk assessment documentation			
3.2 Carry out preparatory checks using: <ul style="list-style-type: none"> • the individual's care plan • the moving and handling risk assessment 			

3.3 Identify any immediate risks to the individual			
3.4 Describe actions to take in relation to identified risks			
3.5 Describe what action should be taken if the individual's wishes conflict with their plan of care in relation to health and safety and their risk assessment			
3.6 Prepare the immediate environment ensuring: <ul style="list-style-type: none"> adequate space for the move in agreement with all concerned that potential hazards are removed 			
3.7 Apply standard precautions for infection prevention and control			
4 Be able to prepare individuals before moving and positioning			
4.1 Demonstrate effective communication with the individual to ensure that they: <ul style="list-style-type: none"> understand the details and reasons for the action/activity being undertaken agree the level of support required 			
4.2 Obtain valid consent for the planned activity			
5 Be able to move and position an individual			
5.1 Follow the care plan to ensure that the individual is positioned: <ul style="list-style-type: none"> using the agreed technique in a way that will avoid causing undue pain or discomfort 			

5.2 Demonstrate effective communication with any others involved in the manoeuvre			
5.3 Describe the aids and equipment that may be used for moving and positioning			
5.4 Use equipment to maintain the individual in the appropriate position			
5.5 Encourage the individual's active participation in the manoeuvre			
5.6 Monitor the individual throughout the activity so that the procedure can be stopped if there is any adverse reaction			
5.7 Demonstrate how to report and record the activity noting when the next positioning manoeuvre is due			
6 Know when to seek advice from and/or involve others when moving and positioning an individual			
6.1 Describe when advice and/or assistance should be sought to move or handle an individual safely			
6.2 Describe what sources of information are available about moving and positioning individuals			

Learner declaration of authenticity:

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed component:

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

Level 2 Certificate in Supporting Teaching and Learning in Schools
Summary of Achievement

Learner Name		FutureQuals Learner Number	
Centre Name		Centre Number	

Component Number	Component Title	Credits	Date Verified	Learner Signature	Assessor Signature	IQA Signature	EQA Signature
Group A – Mandatory Components – Learners must gain 24 credits from this group.							
1	Equality, Diversity and Inclusion in Work with Children and Young People	2					
2	Maintain and Support Relationships with Children and Young People	3					
3	Communication and Professional Relationships with Children, Young People and Adults	2					
4	Child and Young Person Development	2					
5	Safeguarding the Welfare of Children and Young People	3					
6	Support Children and Young People's Positive Behaviour	2					
7	Support Children and Young People's Health and Safety	3					

8	Support Learning Activities	4					
9	Help Improve Own and Team Practice in School	3					
Group B – Optional Components – Learners must gain a maximum of 3 credits from this group.							
10	Schools as Organisations	3					
11	Schools as Organisations	3					
Group C – Optional Components – Learners must gain a minimum of 3 credits from this group.							
12	Support the Use of Information and Communication Technology for Teaching and Learning	2					
13	Provide Displays in Schools	3					
14	Contribute to Supporting Bilingual Learners	2					
15	Support Children and Young People at Meal or Snack Times	3					
16	Support Children and Young People with Disabilities and Special Educational Needs	4					
17	Provide Support for Therapy Sessions	2					
18	Support Extra-Curricular Activities	3					
19	Support Children and Young People’s Play and Leisure	3					
20	Support Children and Young People’s Travel Outside of the Setting	3					
21	Invigilate Tests and Examinations	3					

22	Prepare and Maintain Learning Environments	3					
23	Support Assessment for Learning	4					
24	Move and Position Individuals in Accordance with their Plan of Care	4					

Competence has been demonstrated in all the components recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Internal Quality Assurer Signature

Date

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FutureQuals[™]

INSPIRING LEARNING AND SKILLS

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