FutureQuals

INSPIRING LEARNING AND SKILLS

Level 2 Certificate In

SUPPORTING TEACHING AND LEARNING IN SCHOOLS

Qualification Specification

Qualification recognition number: 603/2741/8
Qualification Reference: L3CSTLS

www.futurequals.com

Contents

Section One

Centre Requirements

1.1 Introduction

Introduction to FutureQuals

FutureQuals is forward thinking, learner and customer-focused, and committed to delivering inspiring learning and skills.

Our Values
"We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence."

Our Vision
"We envisage a place in which every learner realises their full potential."

Our Mission
"To provide respected and valued qualifications and assessment to enable quality assured learning."

FutureQuals is recognised to deliver regulated qualifications by Ofqual in England, CCEA Regulation in Northern Ireland, the Scottish Qualifications Authority (SQA Accreditation) and Qualifications Wales to offer a comprehensive and diverse range of qualifications across a wide range of vocational areas many of which are transferable across industries and sectors.

A full list of FutureQuals current qualifications can be accessed at http://www.futurequalsquals.com

We have developed a genuine understanding and insight into all types of educational organisations, which ensures that we are highly responsive to their needs. We offer a wide range of benefits and support for our learners, our approved centres, and their assessment and quality assurance teams.

FutureQuals offers a wide range of benefits and support for all of our educational products and services including:

- Vocational qualifications accredited by the UK regulators and recognised by employers, universities and professional bodies
- 24/7 online management systems for the registration of learners, ensuring highly efficient services and access to assessment and results
- A diverse range of qualifications
- A flexible approach to assessment
- A network of professionals who examine and quality assure our regulated qualifications and assessments
- Regular updates on new developments in education and training
- Unrivalled customer service support and extensive guidance materials

Introduction to Qualification Specification

Welcome to the FutureQuals Specification for the FAQ **Level 2 Certificate in Supporting Teaching and Learning in Schools.** The aim of this specification is to provide our centres with guidance to assist in the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail and become fully conversant with the procedures and accompanying documents.

This specification is a live document and, as such, will be updated when required. Centres will be notified when changes are made. It is the responsibility of the approved centre to ensure the most up to date version of the Approved Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

1.2 Data Protection

FutureQuals is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

1.3 Complaints

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

However, if we fall short of expectations or our own standards, we want to give the opportunity for those affected to provide feedback so we can put things right.

Our Complaints Policy, which includes information on how to make a complaint, can be found on the FutureQuals website.

1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

Future (Awards and Qualifications) Ltd
EMP House
Telford Way
Coalville
Leicestershire
LE67 3HE

Tel: 01530 836662
Fax: 01530 836668
E-mail: qualifications@futurequals.com
Website: www.futurequals.com

Section Two

Qualification Information

2.1 Qualification Outline

Purpose and Aims

The FAQ **Level 2 Certificate in Supporting Teaching and Learning in Schools** provides learners with the opportunity to develop the skills, knowledge and understanding required to enable them to work in the following roles: teaching assistant, classroom assistant, learning support assistant, additional needs assistant, pastoral/welfare support assistant, bilingual support assistant or foundation stage assistant. The roles must be under the direction of the class teacher, whose lesson planning and day-to-day direction set the framework within which the individual works.

The Total Qualification Time (TQT) for this qualification is: 300
Guided Learning (GL) for this qualification is: 192
Minimum credits required to achieve the qualification: 30

Suitable for age ranges: 16-18, 19+

Method of assessment:
- Portfolio of evidence
- Direct observation
- Professional discussion
- Expert witness evidence – when directed by the SSC or assessment principles*
- Learner's own work products
- Learner log or reflective diary
- Activity plan or planned activity
- Observation of children, young people or adults by the learner
- Recognition of prior learning
- Reflection on own practice in real work environment
- Written and pictorial information – knowledge only
- Scenario or case study – knowledge only
- Oral questions and answers.

*Expert witnesses can be used for direct observation where:
- they have occupational expertise for specialist areas, or
- the observation is of a particularly sensitive nature.

The use of expert witnesses should be determined and agreed by the assessor.

This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

If the method of assessment includes formative assessments such as practical tasks, written questions, multiple choice/short answer and knowledge assessment tasks where supervision of a learner assessment is required, assessment must be undertaken in line with the requirements set on

in the FutureQuals Instructions for Conducting Controlled Assessments Policy. This document is published on the Policies and Procedures section of the FutureQuals website.

Grading: There is no specific grading criteria for this qualification.

Entry guidance: There are no formal qualification entry requirements that a learner must have completed before taking this qualification. However, learners should have a minimum of Level 1 in literacy or equivalent.

It is a requirement that learners be actively working or volunteering in a school environment in order to demonstrate competence in knowledge and skills.

There may be a requirement, by their employer, for learners to be checked by the Disclosure and Barring Service: https://www.gov.uk/disclosure-barring-service-check/overview. It is the responsibility of the learner to seek advice from their employer regarding this.

2.2 Additional Information

This qualification is regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) in England https://register.ofqual.gov.uk/

This qualification is available for delivery in England only.

It may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000

For information regarding potential sources of funding please visit the following websites:

https://hub.fasst.org.uk/Pages/default.aspx
https://www.gov.uk/government/organisations/education-and-skills-funding-agency

or, contact your local funding office.

You should use the Qualification Accreditation Number (QAN) when you wish to seek public funding for your learners. Each component within a qualification will also have a unique reference number (Component Reference Number), which is listed in this specification. The qualification title and component reference numbers will appear on the learner's final certification document. Learners need to be made aware of this detail when they are recruited by the centre and registered with FutureQuals.

2.3 Progression

The **FAQ Level 2 Certificate in Supporting Teaching and Learning in Schools** can support progression on to other related qualifications, including the Level 3 Diploma in Specialist Support for Teaching and Learning in Schools and the Level 3 Certificate in Learning and Development.

2.4 Assessment Principles

The FAQ **Level 2 Certificate in Supporting Teaching and Learning in Schools** must be assessed according to the Training and Development Agency for Schools Assessment Principles. The

qualification also includes some components which must be assessed in line with the Skills for Care and Development Assessment Principles.

2.5 Qualification Structure

To achieve the FAQ **Level 2 Certificate in Supporting Teaching and Learning in Schools** learners must achieve a minimum of 30 credits. They must gain 24 credits from Group A (Mandatory Components), a maximum of 3 credits from Group B (Optional Components) and a minimum of 3 credits from Group C (Optional Components).

Group A – Mandatory Components				
Component Number	URN	Component Name	Credit Value	Level
1	D/616/6734	Equality, Diversity and Inclusion in Work with Children and Young People	2	2
2	D/601/7403	Maintain and Support Relationships with Children and Young People	3	2
3	K/616/6736	Communication and Professional Relationships with Children, Young People and Adults	2	2
4	H/601/3305	Child and Young Person Development	2	2
5	K/601/3323	Safeguarding the Welfare of Children and Young People	3	2
6	T/601/7407	Support Children and Young People's Positive Behaviour	2	2
7	M/616/6740	Support Children and Young People's Health and Safety	3	2
8	T/616/6741	Support Learning Activities	4	2
9	A/616/6742	Help Improve Own and Team Practice in School	3	2

Group B – Optional Components				
Component Number	URN	Component Name	Credit Value	Level
10	F/616/6743	Schools as Organisations	3	2
11	J/616/6744	Schools as Organisations	3	3

Group C – Optional Components				
Component Number	URN	Component Name	Credit Value	Level

12	L/616/6745	Support the Use of Information and Communication Technology for Teaching and Learning	2	2
13	R/616/6746	Provide Displays in Schools	3	2
14	Y/616/6747	Contribute to Supporting Bilingual Learners	2	2
15	A/601/6517	Support Children and Young People at Meal or Snack Times	3	2
16	D/601/6526	Support Children and Young People with Disabilities and Special Educational Needs	4	2
17	D/601/9023	Provide Support for Therapy Sessions	2	2
18	D/616/6751	Support Extra-Curricular Activities	3	2
19	T/601/6564	Support Children and Young People's Play and Leisure	3	2
20	K/616/6753	Support Children and Young People's Travel Outside of the Setting	3	2
21	M/616/6754	Invigilate Tests and Examinations	3	3
22	T/616/6755	Prepare and Maintain Learning Environments	3	2
23	A/616/6756	Support Assessment for Learning	4	3
24	J/601/8027	Move and Position Individuals in Accordance with their Plan of Care	4	2

2.6 Barred Components and Exemptions

Components with the same title at different levels, or components with the same content, cannot be combined in the same qualification.

Section Three

Assessment Principles and Component Specifications

3.1 Assessment Principles

FutureQuals qualifications will always include Assessment Principles whether they have been developed by a Sector Skills Council (SSC) or FutureQuals own.

Training and Development Agency for Schools Assessment Principles

1. Introduction

1.1 The Training and Development Agency for Schools (TDA) is the sector body for the school workforce in England. The TDA's vision for qualifications for school support staff was set out in its Sector Qualification Strategy for school support staff which was published in January 2009 after widespread consultation with the sector.

1.2 These Assessment Principles set out the approaches to component/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework issued by Ofqual. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual component assessment requirements.

1.3 These principles are derived from those developed by Skills for Care and Development (SfCD). A large number of components covered by the SfCD assessment principles are included in qualifications for the children's workforce in schools to support integrated ways of working and workforce mobility. Consistency of approach in assessment across components developed by different sectors will support awarding organisations to develop clear and fit for purpose assessment methodologies.

1.4 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the RQF arrangements.

1.5 These principles apply to those components developed by the TDA. Components included in qualifications for school based staff that have been developed by other Sector Skills Councils or Sector Bodies will need to be assessed in accordance with any assessment principles and requirements set by those organisations.

2. Assessment Principles

2.1. Assessment decisions for criteria that must be assessed in the workplace, as identified in component assessment requirements, must be made in a real work environment by an occupationally competent assessor.

2.2 Assessment decisions for criteria that must be assessed in the workplace (competence based assessment criteria) must be made by an assessor with the expertise to make assessment decisions.

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

2.4 Simulation may only be utilised as an assessment method for competence based assessment criteria where this is specified in the assessment requirements of the component.

2.5 Expert witnesses can be used for direct observation where:
- they have occupational expertise for specialist areas, or
- the observation is of a particularly sensitive nature.

2.6 Assessment of criteria not identified in the component assessment requirements as requiring assessment in the workplace may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge based assessment criteria must be made by an occupationally knowledgeable assessor.

2.8 Assessment decisions for knowledge based assessment criteria 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.*****

3. Internal Quality Assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for components 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 as determined by the Awarding Organisation.******

4. Definitions

4.1 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 continuing learning and professional development.

4.2 Occupationally knowledgeable:

This means that each assessor should have relevant knowledge and understanding, and be able to assess this in components:
- designed to test specific knowledge and understanding, or
- where knowledge and understanding are components of competency.

This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:

Awarding Organisations must ensure that those making assessment decisions have the necessary expertise to do so, which may include having, or be working towards, appropriate qualifications.

4.4 Qualified to make quality assurance decisions:

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:

An expert witness must:
   • have a working knowledge of the components for which they are providing witness testimony
   • be occupationally competent in their area of expertise
   • have EITHER any qualification that includes assessment of workplace performance AND/OR a professional work role which involves evaluating the everyday practice of staff.

FutureQuals Requirements:

* FutureQuals requires that the assessor holds, or be working towards, a current, recognised Assessor qualification. Assessors holding the L3 Certificate in Assessing Vocational Achievement, A1/A2 or D32/33 qualifications are not required to re-qualify.

** FutureQuals requires those responsible for internal quality assurance to hold or be working towards a current, recognised Quality Assurance qualification. Those responsible for internal quality assurance holding the L4 Award in the Internal Quality Assurance of Assessment Processes and Practice, D34 or V1 qualifications are not required to re-qualify.

Skills for Care and Development Assessment Principles

1. Introduction

1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.

1.2 This document sets out those principles and approaches to component/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual component assessment requirements. Additional information/guidance regarding individual component assessment can be obtained from Awarding Organisations, or from Skills for Care and Development. This must be used in order to provide the proper context for learning and assessment.

1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.

1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2. Assessment Principles

2.1 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.

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

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

2.4 Simulation may only be utilised as an assessment method for competence based learning outcomes where this is specified in the assessment requirements of the component.

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

2.6 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.

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

2.8 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.

3. Internal Quality Assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for components 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.

4. Definitions

4.1 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 continuing learning and professional development.

4.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in components designed to test specific knowledge and understanding, or in components where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3 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 will qualify those making assessment decisions according to the component of competence under assessment. In any case of significant uncertainty, the SSCs will be consulted.

4.4 Qualified to make quality assurance decisions:
Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 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.

3.2 Component Specifications

Group A - Mandatory Components

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

Level: 2
Credit: 2
GL: 15

Component Summary
This component provides the learner with an understanding of the importance of promoting equality and diversity in work with children and young people, the impact of prejudice and discrimination on young people and inclusion and inclusive practices in work with children and young people.

Assessment Guidance
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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

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

Component Reference Number: D/601/7403

Level: 2
Credit: 3
GL: 15

Component Summary

This component provides the learner with the skills, knowledge and understanding required to be able to communicate, develop and maintain relationships with children and young people as well as support relationships between children and young people.

Assessment Guidance
- This component must be assessed in accordance with the TDA Assessment Principles.
- All of the assessment criteria must be assessed in the workplace.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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

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

Component Reference Number: K/616/6736

Level: 2
Credit: 2
GL: 15

Component Summary

This component provides the learner with the knowledge, skills and understanding required to interact with, respond to and communicate with children, young people and adults. It also provides the learner with knowledge about current legislation, policies and procedures for confidentiality and sharing information, including data protection.

Assessment Guidance
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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

Component 4: Child and Young Person Development

Component Reference Number: H/601/3305
Level: 2
Credit: 2
GL: 15

Component Summary
This component provides the learner with the knowledge and understanding of the main stages of child and young person development, influences that affect children and young people's development and the potential effects of transitions on children and young people's development.

Assessment Guidance
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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

Component 5: Safeguarding the Welfare of Children and Young People

Component Reference Number: K/601/3323

Level: 2
Credit: 3
GL: 20

Component Summary

This component provides the learner with the knowledge and understanding of legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people. It also provides the leaner with the skills, knowledge and understanding required to deal with ill or injured children and young people, as well as emergency procedures. The component also provides the learner with the skills, knowledge and understanding necessary to respond to concerns of abuse, harm or bullying.

Assessment Guidance
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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: • 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

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

Component Reference Number: T/601/7407

Level: 2
Credit: 2
GL: 15

Component Summary

This component provides the learner with the knowledge and understanding of the policies and procedures of the setting to promote children and young people's positive behaviour. The component also provides the learner with the skills, knowledge and understanding necessary to support positive behaviour and respond to negative behaviour.

Assessment Guidance
- This component must be assessed in accordance with the TDA Assessment Principles.
- Assessment 2.2, 2.3, 2.4 and 3.1 must be assessed in the workplace.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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.

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

Component Reference Number: M/616/6740

Level: 2
Credit: 3
GL: 15

Component Summary

This component provides the learner with the knowledge and understanding of the legislative and policy framework for health and safety. The component also provides the learner with the knowledge, skills and understanding necessary to manage risks to children and young people's health, safety and security as well as supporting children and young people in assessing and managing risk and responding to emergency situations.

Assessment Guidance
- This component must be assessed in accordance with the TDA Assessment Principles.
- Assessment criteria 2.1, 2.2, 2.3 and 3.2 must be assessed in the workplace.
- Simulation may be used for assessment criteria 4.1, 4.2, 4.3, 4.4 and 4.5.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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

Component 8: Support Learning Activities

Component Reference Number: T/616/6741

Level: 2
Credit: 4
GL: 25

Component Summary
This component provides the learner with the knowledge, skills and understanding required to support the teacher in learning activities, prepare for and support learning activities, observe and report on learner participation/progress and support the evaluation of learning activities. The learner will also be able to evaluate their own practice in relation to supporting literacy, numeracy and ICT.

Assessment Guidance
- This component must be assessed in accordance with the TDA Assessment Principles.
- Assessment criteria 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.2, 5.3 and 5.4 must be assessed in the workplace.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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

Component 9: Help Improve Own and Team Practice in School

Component Reference Number: A/616/6742

Level: 2
Credit: 3
GL: 15

Component Summary
This component provides the learner with the knowledge, skills and understanding required to reflect and improve on own practice, understand the work of a team and support the work of a team.

Assessment Guidance
- Assessment criteria 1.1, 1.2, 1.3, 4.1, 4.2, 4.3, 4.4, 4.5 and 4.7 must be assessed in the workplace.
- Simulation may be used for assessment criterion 4.6.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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

Group B – Optional Components

Component 10: Schools as Organisations

Component Reference Number: F/616/6743

Level: 2
Credit: 3
GL: 20

Component Summary

This component provides the learner with the knowledge and understanding of the structure of education, roles and responsibilities in schools, legislation affecting schools, the purpose of school polices and procedures, the wider context in which schools operate and school ethos, mission, aims and values.

Assessment Guidance
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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

Component 11: Schools as Organisations

Component Reference Number: J/616/6744

Level: 3
Credit: 3
GL: 15

Component Summary
This component provides the learner with the knowledge and understanding of the different types of schools in the education sector, roles and responsibilities in schools, school aims and values, laws and codes of practice that affect work in schools, school policies/procedures and the wider context in which schools operate.

Assessment Guidance
N/A

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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

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

Component Summary

This component provides the learner with the knowledge and understanding of the policies and procedures for the use of ICT for teaching and learning. The component also provides the learner with the skills, knowledge and understanding required to prepare ICT resources for use in teaching and learning as well as support the use of ICT for teaching and learning.

Assessment Guidance

Assessment criteria 2.3, 2.4, 3.1, 3.2, 3.3 and 3.4 must be assessed in the workplace.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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

Component 13: Provide Displays in Schools

Component Reference Number: R/616/6746

Level: 2
Credit: 3
GL: 15

Component Summary
This component provides the learner with an understanding of the policies and procedures of school displays. It also provides the learner with the skills, knowledge and understanding required to design, set up, maintain and dismantle displays.

Assessment Guidance
- This component must be assessed in accordance with the TDA Assessment Principles.
- Assessment criteria 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2 and 5.3 must be assessed in the workplace.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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 up-date 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

Component 14: Contribute to Supporting Bilingual Learners

Component Reference Number: Y/616/6747

Level: 2
Credit: 2
GL: 12

Component Summary

This component provides the learner with the skills, knowledge and understanding required to be able to interact with bilingual learners, support bilingual learners to develop skills in the target language and support bilingual learners during learning activities.

Assessment Guidance
- This component must be assessed in accordance with the TDA Assessment Principles.
- All of the assessment criteria must be assessed in the workplace.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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.

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

Component Reference Number: A/601/6517

Level: 2
Credit: 3
GL: 18

Component Summary
This component provides the learner with the knowledge and understanding of the principles and benefits of healthy eating for children and young people. It also provides the learner with the skills, knowledge and understanding required to encourage children and young people to make healthier food choices, support hygiene during meal or snack times and support the code of conduct and policies for meal and snack times.

Assessment Guidance
- This component must be assessed in accordance with the TDA Assessment Principles.
- Assessment criteria 4.2, 4.3, 5.2 and 5.3 must be assessed in the workplace.

Learning Outcome – The learner will:	Assessment Criterion – The learner can:
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

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

Level: 2
Credit: 4
GL: 26

Component Summary

This component provides the learner with the knowledge of the rights of disabled children, young people and those with special needs as well as an understanding of the disabilities and/or special educational needs of children and young people in own care. This component also provides the learner with the skills, knowledge and understanding required to contribute to the inclusion of children and young people with disabilities and special educational needs, and to support them in the full range of activities and experiences.

Assessment Guidance
- This component must be assessed in accordance with the TDA Assessment Principles.
- Assessment criteria 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3 and 4.4 must be assessed in the workplace.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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
	3.1 Obtain information about the individual needs, capabilities and interests of disabled

3. Be able to contribute to the inclusion of children and young people with disabilities and special educational needs	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

Component 17: Provide Support for Therapy Sessions

Level: 2
Credit: 2
GL: 14

Component Summary

This component provides the learner with an understanding of the benefits of therapy sessions, as well as the skills, knowledge and understanding required to prepare for, and provide support in, therapy sessions, observe and record therapy sessions and contribute to the review of therapy sessions.

Assessment Guidance

- This component must be assessed in accordance with the Skills for Care and Development Assessment Principles.
- Learning outcomes 2, 3, 4 and 5 must be assessed in a real work situation.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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: • 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.

Component 18: Support Extra-Curricular Activities

Component Reference Number: D/616/6751

Level: 2
Credit: 3
GL: 15

Component Summary

This component provides the learner with the skills, knowledge and understanding required to prepare/deliver/end extra-curricular activities and reflect on own contribution to extra-curricular activities.

Assessment Guidance
- This component must be assessed in accordance with the TDA Assessment Principles.
- Assessment criteria 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3 and 3.4 must be assessed in the workplace.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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

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

Component Reference Number: T/601/6564

Level: 2
Credit: 3
GL: 16

Component Summary

This component provides the learner with an understanding of the nature and importance of play. It also provides the learner with the skills, knowledge and understanding required to support children and young people's play and leisure, support children and young people in balancing risk and challenge/reflect on/improve own practice.

Assessment Guidance
- This component must be assessed in accordance with the TDA Assessment Principles.
- Assessment criteria 2.2, 2.3, 2.4, 2.5 and 3.4 must be assessed in the workplace

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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

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

Component Summary

This component provides the learner with an understanding of the policies and procedures for children and young people's travel outside of the setting. It also provides the learner with the skills, knowledge and understanding required to support the arrival and departure of children and young people and support children and young people during travel.

Assessment Guidance
- This component must be assessed in accordance with the TDA Assessment Principles.
- Assessment criteria 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4 and 3.5 must be assessed in the workplace.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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

Component 21: Invigilate Tests and Examinations

Component Reference Number: M/616/6754

Level: 3
Credit: 3
GL: 19

Component Summary

This component provides the learner with an understanding of the policy and procedures for the conduct of tests and examinations. It also provides the learner with the skills, knowledge and understanding required to prepare for/end tests and examinations, prepare candidates for tests and examinations and implement invigilation requirements.

Assessment Guidance

- This component must be assessed in accordance with the TDA Assessment Principles.
- Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 4.2, 4.3, 4.4, 5.1 and 5.2 must be assessed in the workplace.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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
	5.2 Differentiate between ending tests and examinations when: a) all candidates are due to finish their test or examination at the same time

	b) some candidates are still engaged in a test or examination

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

Component 22: Prepare and Maintain Learning Environments

Component Reference Number: T/616/6755

Level: 2
Credit: 3
GL: 18

Component Summary

This component provides the learner with the knowledge, skills and understanding required to prepare learning environments, prepare learning materials and monitor and maintain learning environments and resources.

Assessment Guidance
- This component must be assessed in accordance with the TDA Assessment Principles.
- Assessment criteria 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 3.4 and 3.5 must be assessed in the workplace.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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

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

Component 23: Support Assessment for Learning

Component Reference Number: A/616/6756

Level: 3
Credit: 4
GL: 20

Component Summary

This component provides the learner with an understanding of the purpose and characteristics of assessment for learning. It also provides the learner with the skills, knowledge and understanding required to use assessment to promote learning, support learners in reviewing their learning/strategies/achievements and contribute to reviewing assessment for learning.

Assessment Guidance

- This component must be assessed in accordance with the TDA Assessment Principles.
- Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1 and 4.2 must be assessed in the workplace.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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

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

Component Summary
This component provides the learner with an understanding of anatomy and physiology in relation to moving and positioning individuals and the legislation and agreed ways of working when moving and positioning individuals. It also provides the learner with the skills, knowledge and understanding required to minimise risk before moving and positioning individuals, prepare individuals before moving and positioning, move and position an individual and know when to seek advice from and/or involve others when moving and positioning an individual.

Assessment Guidance
- This component must be assessed in accordance with the Skills for Care and Development Assessment Principles.
- Learning outcomes 3, 4 and 5 must be assessed in a real work environment.

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
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: • 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:

	• 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:
	• 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:
	• 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

Section Four

Centre Information

4.1 Centre Operations Manual

Information regarding centre support, learner registration, certification, reasonable adjustments and special consideration, complaints and appeals can be found in the Centre Operations Manual.

4.2 Initial Assessment and Centre Learner Support

It is important that centres carry out an initial assessment to identify what knowledge and degree of skills the learner already has, and to identify if any support or reasonable adjustments will be required to enable them to be assessed fairly. This should include an assessment of minimum core personal skills in English, Mathematics and ICT.

This should be recorded so that centres can identify any associated needs and record this in appropriate plans. This will help in planning the learning programme. It is important at the initial assessment stage to ensure that learners commence a programme at the appropriate level.

Centres should assess each learner's potential and make a professional judgement about his/her ability to successfully complete the programme of study and achieve the qualification.

This assessment will need to take account of:

- the support available to the learner within the centre during his/her programme of study
- any specific support that might be necessary to allow the learner to access the assessment for the qualification
- diagnoses of the requirements of the learner, making use of specialist advice from external sources, as appropriate

Centres should identify any learner requirements and how they may affect successful completion of the particular programme. Programme teams should refer closely to the qualification specifications when discussing possible options for learners. They should advise learners on the appropriateness of the qualification to the learner and identify more suitable qualifications if necessary.

It is our intention that there should be no discrimination on the grounds of a protected characteristic. FutureQuals and approved centres have a responsibility to ensure that the process of assessment is robust and fair and allows a learner to show what they know and can do without compromising the assessment criteria.

Details on how to make adjustments for learners to ensure fair access to assessment is set out in the FutureQuals Reasonable Adjustment and Special Considerations Policy.

4.3 Identification Requirements and Learner Authenticity

It is a centre's responsibility to confirm the identity of a learner as part of its registration process. A centre may do this by requesting sufficient personal data and a unique learner number (ULN) to ensure the learner can be clearly and uniquely identified.

The use of a ULN is now a mandatory requirement for publicly funded education and when submitting Individualised Learner Record (ILR) returns.

Centres must have systems in place to ensure that an individual completing an assessment is the person he/she is claiming to be.

Therefore, centres are required to ensure that each learner's identification is checked and that the type of identification provided by each learner is recorded before assessments are undertaken. FutureQuals External Quality Assurers will check this record during quality assurance monitoring activities.

The following would be permitted proof of a learner's Identity:

- a valid passport (any nationality)
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card
- UK biometric residence permit

If an assessment is taking place in a learner's place of work and a learner is unable to supply any of the above, authentication of a learner's identity by a third-party representative, for example his/her line manager or a member of his/her workplace Human Resources Team can be accepted.

Learner Authenticity

It is a regulatory requirement that every assessment submission is authenticated as the work of the named learner whether submitted to a centre or to FutureQuals. Therefore, the FutureQuals Evidence Logbook requires that a declaration of authenticity is signed by a learner for each assessment submitted.

By signing the declaration, a learner is acknowledging that if the statement is untrue, an assessment breach has been committed.

If a centre uses electronic systems or e-portfolios, an alternate form of formal declaration of authenticity must be completed with each assessment that is submitted.

If a centre uses its own version of the FutureQuals Evidence Logbook it must ensure that the version used captures the same information i.e. the assessment method, evidence reference, the assessor's decision (including the signature and date to evidence completion assessment) and the learner's declaration of authenticity.

Any submission that does not carry a formal declaration of authenticity will not be externally quality assured. If an alternate formal declaration of authenticity is completed by a learner it must, as a minimum, include the statement:

Statement of confirmation of authenticity

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

The learner must sign and date the declaration.

4.4 Legal Considerations

Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults in the country the qualification is delivered in.

The Prevent Duty Guidance available from the Home Office, makes clear the important role of further education leaders in stopping extremists seeking to radicalise learners on campuses and in supporting learners at risk of extremist influences.

Ofsted has responsibility for monitoring the Prevent Duty in publicly funded further education and skills providers.

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