

NCFE CACHE Level 2 Certificate in Supporting Teaching and Learning

QRN: 603/2476/4

COURSE ASSIGNMENTS

	Knowledge	Skills
SWSC1: Understand schools and colleges as organisations		
SWSC2: Understand children and young people's development		
SWSC3: Safeguarding children and young people		
STL2C4: Equality, diversity and inclusion in a learning environment for children		
STL2C5: Maintain relationships with children and young people		
STL2C6: Support the health and safety of children and young people		
STL2C7: Support positive behaviour in a learning environment for children and young people		
STL2C8: Contribute to teamwork in a learning environment		
STL2C9: Understand children and young people's play and leisure		
STL2C10: Promote an effective learning environment		
STL2C11: Provide displays in a learning environment		

NB Units which include skills assessments will require practical evidence. Units which are Knowledge only can be answered without practical evidence.

COURSE	NCFE CACHE Level 2 Certificate in Supporting Teaching and Learning
UNIT NAME	1: Understand schools and colleges as organisations
UNIT REFERENCE	SWSC1: (H/616/5424)
STUDENT NAME	
STUDENT NUMBER	

Task	Assessment Criteria	Evidence Type	Evidence Location
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1. Know the different types of schools and colleges in the education sector			
1.1	Identify the main types of: • state schools • independent schools • colleges.		
1.2	Describe the characteristics of the different types of schools and colleges in relation to educational opportunities.		

2. Understand the organisation of schools and colleges in terms of roles and responsibilities.			
2.1	Describe the roles and responsibilities of: • governors • senior management team • Teachers and Tutors • support staff.		
2.2	Describe the roles of external professionals who may work with a school or college.		

3. Understand how schools and colleges uphold their aims and values.

3.1	Explain why schools and colleges have aims and values.		
3.2	Describe how schools and colleges maintain their aims and values.		

4. Know about the range and purpose of school and college policies and procedures.

4.1	Explain why schools and colleges have policies and procedures.		
4.2	Identify the policies and procedures schools and colleges have for: • staff • student welfare • teaching and learning.		
4.3	Outline one policy and the associated procedures from either a school or a college.		

COURSE	NCFE CACHE Level 2 Certificate in Supporting Teaching and Learning
UNIT NAME	2: Understand children and young people's development
UNIT REFERENCE	SWSC2: (K/616/5425)
STUDENT NAME	
STUDENT NUMBER	

Task	Assessment Criteria	Evidence Type	Evidence Location
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1. Understand significant stages of development for children and young people from birth to 19 years of age

1.1	Describe the expected pattern of children and young people's development from birth to 19 years, to include: • physical development • speech, language and communication development • cognitive development • personal, social and emotional development.		
1.2	Explain how different aspects of development can affect one another.		

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

2.1	Describe potential impact on children and young people's development from: • health • background • environment.		
2.2	Explain how to recognise and respond to developmental concerns.		

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

3.1	Identify transitions experienced by children and young people.		
3.2	Describe how transitions may affect children and young people's holistic development.		

COURSE	NCFE CACHE Level 2 Certificate in Supporting Teaching and Learning
UNIT NAME	3: Safeguarding children and young people
UNIT REFERENCE	SWSC3: (F/616/5429)
STUDENT NAME	
STUDENT NUMBER	

Task	Assessment Criteria	Evidence Type	Evidence Location
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1. Know about safeguarding the welfare of children and young people.			
1.1	Identify current legislation and guidelines for safeguarding the welfare of children and young people, within UK Home Nation.		
1.2	Describe how safeguarding and welfare requirements can be met through policies and procedures.		

2. Understand action to take when children and young people are ill or injured, including emergency procedures.			
2.1	Identify signs of ill health in children and young people.		
2.2	Describe the actions to take when children and young people are ill or suffer a minor injury.		
2.3	Describe the actions to take in response to emergency situations including: - fires - security incidents - missing children and young people - medical emergency		

3. Understand child protection procedures.

3.1	Identify different types of child abuse.		
3.2	Describe the actions to take if a child or young person discloses harm or abuse		
3.3	Describe the actions to take in response to concerns that a colleague may be: • failing to comply with safeguarding procedures • harming, abusing or bullying a child or young person.		
3.4	Define e-safety.		
3.5	Outline how e-safety can be implemented in a school or college		

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

4.1	Identify relevant UK Home Nation policies and procedures covering: • confidentiality • data protection • disclosure of information.		
4.2	Identify situations when confidentiality protocols must be breached.		

COURSE	NCFE CACHE Level 2 Certificate in Supporting Teaching and Learning
UNIT NAME	4: Equality, diversity and inclusion in a learning environment for children and young people
UNIT REFERENCE	STL2C4: (K/616/5442)
STUDENT NAME	
STUDENT NUMBER	

Task	Assessment Criteria	Evidence Type	Evidence Location
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1. Understand the importance of promoting equality and diversity in a learning environment.			
1.1	Describe what is meant by inclusion and inclusive practice.		
1.2	Describe ways in which children and young people can experience prejudice and discrimination.		
1.3	Identify current legislation for equality and diversity in a learning environment.		
1.4	Describe how equality and diversity is maintained through policy and procedure.		
1.5	Describe benefits of inclusive practice in a learning environment.		

2. Understand how to contribute to the inclusion of children and young people with special educational needs and disabilities.			
2.1	Explain inclusive practice when working with children and young people with specific educational needs and disabilities.		
2.2	Describe benefits of working with parents / carers and other professionals to support children and		

	young people with special educational needs and disabilities.		
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COURSE	NCFE CACHE Level 2 Certificate in Supporting Teaching and Learning
UNIT NAME	5: Maintain relationships with children and young people
UNIT REFERENCE	STL2C5: (M/616/5443)
STUDENT NAME	
STUDENT NUMBER	

Task	Assessment Criteria	Evidence Type	Evidence Location
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1. Understand effective communication with children and young people.			
1.1	Describe effective communication skills with children and young people.		
1.2	Identify barriers to communication and suggest ways these can be overcome.		

2. Understand positive relationships with children and young people.			
2.1	Explain the term “professional relationship”.		
2.2	Identify ways that professional relationships can be established and maintained.		
2.3	Identify barriers to building and maintaining professional relationships with children and young people and ways these can be overcome.		

3. Be able to build and maintain professional relationships with children and young people and others in a learning environment.

3.1	Use communication effectively with children and young people.		
3.2	Show children and young people how to communicate effectively with others.		
3.3	Explain the need to understand and respect other people's feelings and points of view to children and young people.		
3.4	Use working methods that build and maintain positive professional relationships.		
3.5	Demonstrate the benefits of independent decision making to children and young people.		
3.6	Demonstrate to children and young people how to develop group agreements about the way they interact with others.		
3.7	Show ways of encouraging and supporting children and young people to deal with conflict for themselves.		

COURSE	NCFE CACHE Level 2 Certificate in Supporting Teaching and Learning
UNIT NAME	6: Support the health and safety of children and young people
UNIT REFERENCE	STL2C6: (M/616/5457)
STUDENT NAME	
STUDENT NUMBER	

Task	Assessment Criteria	Evidence Type	Evidence Location
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1. Understand health and safety legislation in a learning environment			
1.1	Identify current legislation for health and safety in a learning environment.		
1.2	Describe how health and safety is maintained through policies and procedures in a learning environment.		
1.3	Explain the importance of taking a balanced approach to risk management.		

2. Be able to contribute to health and safety in a learning environment.			
2.1	Show how to risk assess potential hazards and risks to the health, safety and security of children and young people within own indoor and outdoor environments.		
2.2	Demonstrate how to deal with hazards to minimise risks to the health, safety and security of children and/or young people.		
2.3	Show children and young people how to take responsibility for their own health, safety and security within own indoor and outdoor environments.		

2.4	Show children and young people how to take a balanced approach to risk.		
2.5	Describe the procedures in place for dealing with accidents and emergency situations.		

COURSE	NCFE CACHE Level 2 Certificate in Supporting Teaching and Learning
UNIT NAME	7: Support positive behaviour in a learning environment for children and young people
UNIT REFERENCE	STL2C7: (M/616/5460)
STUDENT NAME	
STUDENT NUMBER	

Task	Assessment Criteria	Evidence Type	Evidence Location
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1. Understand policies and procedures for promoting children and young people's positive behaviour in a learning environment.			
1.1	Identify policies and procedures for behaviour in a learning environment.		
1.2	Describe how policies and procedures are applied to support children and young people's behavioural development.		
1.3	Identify negative and positive influences on behaviour.		
1.4	Describe ways to support children and young people to overcome negative influences on behaviour.		

2. Be able to support positive behaviour.			
2.1	Apply skills and techniques for supporting and encouraging children and young people's positive behaviour.		
2.2	Demonstrate realistic, consistent and supportive responses to children and young people's behaviour.		
2.3	Be an effective role model in the learning environment.		

3. Be able to respond to inappropriate behaviour.

3.1

Apply agreed strategies and procedures for dealing with behaviour that challenges.

COURSE	NCFE CACHE Level 2 Certificate in Supporting Teaching and Learning
UNIT NAME	8: Contribute to teamwork in a learning environment
UNIT REFERENCE	STL2C8: (A/616/5462)
STUDENT NAME	
STUDENT NUMBER	

Task	Assessment Criteria	Evidence Type	Evidence Location
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1. Understand teamwork in a learning environment.			
1.1	Describe characteristics of effective teamwork in a learning environment.		
1.2	Identify barriers to effective teamwork and how these could be overcome.		

2. Be able to contribute to teamwork.			
2.1	Identify own role and responsibilities in relation to teamwork in the learning environment.		
2.2	Use teamwork skills to work effectively with others.		
2.3	Review own teamwork practice to make recommendations for improvement.		

3. Be able to support the work of the team.			
3.1	Show how to support the purpose and objectives of the team. .		

3.2	Perform tasks related to own role and responsibilities within the team.		
3.3	Demonstrate how to communicate clearly with team members and others, making sure they have the information they need.		
3.4	Use appropriate interaction skills and techniques with professional team members of the learning environment.		
3.5	Demonstrate how to seek advice and support from relevant people when needed		

COURSE	NCFE CACHE Level 2 Certificate in Supporting Teaching and Learning
UNIT NAME	9: Understand children and young people's play and leisure
UNIT REFERENCE	STL2C9: (J/616/5464)
STUDENT NAME	
STUDENT NUMBER	

Task	Assessment Criteria	Evidence Type	Evidence Location
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1. Understand the nature and importance of play and leisure.			
1.1	Describe the importance of play and leisure for children and young people.		
1.2	Describe the aims and content of extra-curricular activities		
1.3	Describe how play and leisure contribute to children and young people's development and sense of being well.		
1.4	Outline the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play.		
1.5	Describe the characteristics of freely chosen, self-directed play and leisure.		

2. Understand own role in relation to play, leisure and extra-curricular activities.			
2.1	Identify routine safety checks on areas used for children and young people's play and leisure.		
2.2	Outline the value of risk and challenge in children and young people's play and leisure.		

COURSE	NCFE CACHE Level 2 Certificate in Supporting Teaching and Learning
UNIT NAME	10: Promote an effective learning environment
UNIT REFERENCE	STL2C10: (R/616/5466)
STUDENT NAME	
STUDENT NUMBER	

Task	Assessment Criteria	Evidence Type	Evidence Location
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1. Be able to support the teacher in planning learning activities.			
1.1	Identify own role and responsibilities for the planning, delivery and review of learning activities.		
1.2	Use organisational skills to prepare safe learning environments to meet: - the requirements of the planned learning activities - the age range of learners involved - any particular needs of the learners.		
1.3	Identify opportunities for using ICT to support learning.		

2. Be able to support learning activities.			
2.1	Use a range of learning support strategies to meet the needs of children and young people.		
2.2	Apply skills and techniques to engage and motivate learners.		

2.3	Demonstrate ways of supporting learners to develop: • English skills • maths skills • ICT skills.		
2.4	Describe the sorts of problems that might occur when supporting learning activities and how to deal with these.		

3. Be able to monitor children and young people's participation and progress.

3.1	Show how to record children and young people's participation and progress to share with others.		
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4. Be able to support the evaluation of learning activities.

4.1	Show how to evaluate learning activities and share this with others.		
4.2	Provide recommendations for improved learning opportunities for: • English skills • maths skills • ICT skills.		

COURSE	NCFE CACHE Level 2 Certificate in Supporting Teaching and Learning
UNIT NAME	11: Provide displays in a learning environment
UNIT REFERENCE	STL2C11: (D/616/5468)
STUDENT NAME	
STUDENT NUMBER	

Task	Assessment Criteria	Evidence Type	Evidence Location
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1. Be able to plan displays for a learning environment.			
1.1	Use identified techniques for displaying information.		
1.2	Plan the design and content of the display to meet an agreed purpose. Show children and young people how to plan the design and content of the display.		

2. Be able to display information.			
2.1	Show how to locate the display in an appropriate and accessible place for most effect.		
2.2	Select a type of display and create a display that: - celebrates and acknowledges children and young people's work - shares information.		
2.3	Show how to monitor and maintain a display.		

