

Supporting Teaching & Learning



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WNT Academy
London



Supporting Teaching and Learning

Qualification Specification

NCFE CACHE Level 2 Certificate in Supporting
Teaching and Learning

QRN: 603/2476/4

Please note: There are many other qualifications available at various levels.

Please [Request a call back](#) via our website or ask a LVS Training Team member for more details.

Objectives of these qualifications

The Level 2 Certificate in Supporting Teaching and Learning has been designed to provide learners with an understanding of the knowledge and skills needed when working directly with children and young people in school or college environments. It covers a wide range of areas including children and young people's development, supporting children and young people's positive behaviour and communication and professional relationships.

It's aimed at learners working in roles that support pupils' learning in primary, secondary or special schools, as well as colleges.

This qualification shares 3 units with the Level 2 Award in Support Work in Schools and Colleges, providing learners with a direct progression route to the Certificate.

Achieving these qualifications

Learners will need to be working or on a practical placement for the duration of the course in a learning environment (school or college) as they need to show competence in both skills and knowledge.



Design Course: Level 2 Certificate in Supporting Teaching and Learning

Mandatory units				
Unit ref.	Unit title	Unit type	Level	Credit
H/616/5424	Understand Schools and Colleges as Organisations	Knowledge	2	2
K/616/5425	Understand Children and Young People's Development	Knowledge	2	3
F/616/5429	Safeguarding Children and Young People	Knowledge	2	3
K/616/5442	Equality, Diversity and Inclusion in a Learning Environment for Children and Young People	Knowledge	2	3
M/616/5443	Maintain Relationships with Children and Young People	Knowledge / Skills	2	3
M/616/5457	Support the Health and Safety of Children and Young People	Knowledge / Skills	2	3
M/616/5460	Support Positive Behaviour in a Learning Environment for Children and Young People	Knowledge / Skills	2	4
A/616/5462	Contribute to Teamwork in a Learning Environment	Knowledge / Skills	2	3
J/616/5464	Understand Children and Young People's Play and Leisure	Knowledge	2	3
R/616/5466	Promote an Effective Learning Environment	Knowledge / Skills	2	3
D/616/5468	Provide Displays in a Learning Environment	Knowledge / Skills	2	2

Total guided learning hours: 270 hours
Total qualification time: 321 hours

Duration: 6-12 months (+ distance learning + portfolio) Cost £800

ENQUIRE

Internal assessments

All units will be internally assessed using a range of methods which could include: written assignments or tasks such as designing a leaflet or booklet, charts or diagrams or setting up an information board.

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

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

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

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

Progression opportunities

Learners can progress onto the Level 3 Certificate or Diploma in Supporting Teaching and Learning, or into the workforce.