

Supporting Teaching & Learning in Schools

Level 3

QCF Qualification No: 501/0403/2

Supporting Teaching & Learning in Schools Level 3

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COURSE STUDY UNITS

Unit 1: Understand Child and Young Person Development.

This unit provides knowledge and understanding of how children and young people from birth to 19 years develop, including underpinning theoretical perspectives. It also includes actions taken when differences in development are identified and the potential effects of transitions on children and young peoples development.

Unit 2: Understand How to Safeguard the Wellbeing of Children and Young People.

This unit provides the knowledge and understanding required to support the safeguarding of children and young people. The unit contains material on e-safety.

Unit 3: Support Children and Young People's Health and Safety.

This unit provides the knowledge, understanding and skills required to support children and young people's health and safety. It requires a demonstration of competence in recognising hazards and undertaking risk assessments in the work setting.

Unit 4: Engage in personal development in young people's settings

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit considers personal development and reflective practice, which are both fundamental to such roles.

Unit 5: Support learning activities

This unit provides the knowledge, understanding and skills to support learning activities. It requires competence in supporting the planning, delivery, assessment and review cycle.

Unit 6: Promote children and young people's positive behaviour

This unit provides the knowledge, understanding and skills required to promote children and young people's positive behaviour. It requires demonstration of competence in promoting positive behaviour, managing inappropriate behaviour, dealing with challenging behaviour and contributing to reviews of behaviour and behaviour policies.

CONT/

Unit 7: Develop professional relationships with children, young people and adults

This unit covers the competence required to develop professional relationships with children, young people and adults.

Unit 8: Promote equality, diversity and inclusion in work with children and young people

This unit provides the knowledge, understanding and skills needed to promote equality, diversity and inclusion in work with children and young people. It requires demonstration of competence in promoting equality and diversity and supporting Inclusion.

Unit 9: Support assessment for learning

This unit provides the knowledge, understanding and skills to support assessment for learning. It requires demonstration of competence in using assessment strategies to promote learning, supporting learners to review their learning strategies and achievements, and working with the teacher to review assessment for learning processes and outcomes.

Unit 10: Communication and professional relationships with children, young people and adults

This unit provides the knowledge and understanding which underpins effective communication and professional relationships with children, young people and adults.

Unit 11: Schools as organisations

This unit aims to prepare the learner for working in a school. It covers knowledge and understanding of the structure of education, how schools are organised, school ethos, mission, aims and values, legislative and policy frameworks and the wider context in which schools operate.

Part One: Introduction

This section of notes contains important information about your course, the assessments and the compilation of your portfolio on which your certificate is based. You should read and familiarise yourself with these introductory notes before embarking upon study of the 11 course units which follow. This will help to make sure that your studies are directed toward meeting the awarding body requirements.

Introductory Notes

Welcome to your course and your study pack.

This introduction contains some very important information about your course and the certification which the course is designed to provide. Please read these notes **very carefully** before starting your studies and ensure that you complete and return the registration form which follows, in order that we can ensure that we can register you with the Awarding Body. This form must be returned within four weeks of receiving your pack.

The level 3 course Supporting Teaching and Learning in Schools is designed around the national standards so as to give students the skills and knowledge which are becoming a requirement for people seeking to work as a Teaching Assistant, Classroom Assistant or Learning Support Assistant. To meet the requirements of the national standards, students will need to compliment their studies with practical work experience, in order to demonstrate their skill in a teaching/classroom environment.

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This accreditation is a fully listed qualification designed to meet the requirements for Teaching Assistants, Classroom Assistants and Learning Support Assistants. Students taking this option **MUST** have a work placement arranged and will need the support of a member of staff in school who will supervise a number of assessments.

Assessments for the course are based upon building a portfolio of evidence which demonstrates knowledge, understanding and skill. These assessment requirements are described in detail later in the introductory sections of the course and you should familiarise yourself with these requirements before electing to be registered for this award to ensure that you will be able to meet the requirements during your study period.

The course is based upon study of all 11 units of the enclosed course notes **PLUS** a work placement during the study period to enable you to gather evidence of practical skills as you work through each unit..

On successful completion of the assessments, and subject to moderation by the awarding body you will be eligible for the award of the qualification

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QCA Qualification Accreditation Number 501/0403/2*

The following page contains a student registration form. You should complete this registration form, returning it to Study House within four weeks of receiving this pack.

PLEASE COMPLETE AND RETURN THIS FORM
WITHIN FOUR WEEKS OF RECEIVING YOUR PACK

COURSE REGISTRATION FORM

TITLE FIRST NAME[S]

DATE OF BIRTH FAMILY NAME

STUDENT No

CONTACT DETAILS			
Address	<input type="text"/>		
	<input type="text"/>		
		Postcode	<input type="text"/>
Email	<input type="text"/>		
Phone	<input type="text"/>		

Course Title	NCFE Level 3 Supporting Teaching and Learning in Schools (Assessed through submission of portfolio of evidence)	<input type="text"/>
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The following information is requested for equal opportunities monitoring purposes:

Ethnic Origin	<input type="text"/>		
Gender	Male / Female	Disabled	Yes/No

Data Protection: All data supplied will be held in accordance with the Data Protection Regulations. Where an email address is supplied by the applicant we assume permission to use this address to communicate information relevant to the chosen programme of study.

SIGNED DATE

Please return this form when completed to:

Study House Ltd,
Student Centre
8 Hillswood Avenue
Kendal
Cumbria
LA9 5BT

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Course Assessment Requirements

NCFE Level 3
Supporting Teaching
& Learning in Schools

Student
Assessment Notes

Students submitting for the NCFE level 3 qualification will be required to fulfil a number of assessment criteria, primarily based upon building a portfolio of evidence which is designed to demonstrate that a series of learning outcomes have been met. For each unit of the course you will find an assessment sheet which lists a number of tasks to be accomplished. Each task relates to a learning outcome in the qualification specification and for each task you should provide evidence of your learning appropriate to what is sought, in order to demonstrate the requisite level of knowledge, understanding and skill. The responses to the tasks form the portfolio of evidence for that study unit. Evidence contained within the portfolio can be based upon a number document types and these are described in detail later in this introduction.

Many forms of evidence rely upon practical work undertaken whilst in school under the supervision of a qualified teacher. This is why students **MUST** undertake a placement in order to gather the evidence required. Where the evidence required takes the form of demonstrating a practical skill, the supervising teacher for that activity will need to witness and sign to confirm that the task has been accomplished successfully. Again this makes it essential that students have a work placement.

The forms of evidence provided are otherwise not prescriptive in that students may decide how to demonstrate their knowledge and skill. However the portfolio must **CLEARLY** indicate where evidence of each learning outcome lies in their portfolio. The remainder of this section provides detailed guidance on the completion and submission of a portfolio but first, the process of assessment is described in more detail:

Process of assessment:

For each of the 11 study units

1. Student reads and familiarises them self with the reading materials which provides detailed notes on the information required to complete that unit
2. Student reads and familiarises themselves with the tasks and forms of evidence required for that unit

3. Student undertakes ALL tasks and composes evidence which demonstrates achievement of ALL tasks (learning outcomes) for that unit
4. Unit evidence in the form of a portfolio is submitted to the tutor for marking and feedback
5. Where required, additional evidence is provided and re-marked
6. Once ALL units have been submitted and marked, student's completed portfolio is Internally Moderated by Study House to ensure that standards have been met. Where required additional evidence or referencing may be requested.
7. Once Internally Moderated, Study House submit a sample of student's work to the Awarding Body (NCFE) for External Moderation
8. Once the completed portfolio has been checked internally and externally, and signed off, certificate is produced and awarded to the student.

To assist in this process, the remainder of this section provides additional detail on the assessment requirements and how they can be fulfilled. Specifically included are:

- Guidance on the work placement requirements, and mentor confirmation form
- Guidance on the building of a portfolio of evidence
- Further guidance on the internal and external moderation process
- Sample/example portfolio documentation

Additional studyguide notes

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Dear Student,

The following information on submitting assessments and fulfilling the Tasks should be read in conjunction with the section on “Building Your Portfolio of Evidence” which can be found further on in this introduction, to ensure you complete each Task with the inclusion of the correct requirements of the portfolio of evidence.

When submitting assessments for marking, please ensure you number each Task exactly as the assessment / task list (i.e. Task 1 or Task 2)

If using PC MS Works please ensure your page is set at A4 and not the standard Letter format.

All assignments must have the Assessment Task Sheet with the listed tasks attached to the front of the assignments with the columns on types of evidence and page references clearly stated for each task. (Assessments will be returned unmarked if the assessment task list page is missing).

Sending Assignments in by Email for marking

Please note that we can only accept assessments for this course by email if you have the facility to scan the Assessment Task Sheet and include it in your document.

If you cannot do this, then all assignments must be submitted by post, as the Assessment Task Sheet is an important part of the moderation of your course work.

When sending by email, please ensure you complete the subject line of your email with your student number, name and course title. Emails received with subject headings like “Hi / Hello or RE:” or even blank will often be rejected by the server and cannot be received.

Study House Diversity Policy

Study House is committed to achieving equality of opportunity for all people who choose to study one of our programmes, and recognises the requirements of the current equality and diversity legislation.

We will treat students with respect and dignity and promote a learning experience free from unlawful discrimination, harassment or victimisation.

The recruitment, retention and achievement of students will be reviewed by the quality group to provide a means of monitoring performance and to enable positive action to be taken to achieve a balance which reflects the total student population. Such monitoring will cover gender, disability, race, and age, determined by data volunteered by students at the time of enrolment.

To this end students will be asked to self-classify their gender, race, age and disability status at the time of enrolment. Such information will be contained within the registration form and be held confidentially.

Study House complaints appeals process

In the event of a student wishing to complain or appeal against an assessment of their work we will operate the following appeals process:

Stage 1	Candidate refers appeal to course tutor	Course tutor responds to appeal within 14 days
Stage 2	If stage one fails to resolve the appeal, course tutor refers appeal to Study House Internal Verifier	Internal verifier responds to appeal within 14 days
Stage 3	If stage two fails to resolve the appeal, the Internal Verifier refers appeal to NCFE External Moderator	External Moderator responds to appeal within 14 days
Please note that the External Moderator's decision is final and completes the appeal process		

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Work Placement Requirements

Work Placement Requirement

To fulfill the criteria for this qualification, learners must complete a work placement, which can be paid or voluntary. This allows you to gain real work experience and put into practice the knowledge, skills and theory being taught within the qualification. It's a requirement of the qualification that, in addition to the assessment requirements, the learner completes the required amount of work placement hours to achieve certification.

Work experience is defined by the Department for Children, Schools and Families (DCSF) as: 'a placement on employer's premises in which a student carries out a particular task or duty, or a range of tasks or duties, more or less as would an employee, but with the emphasis on the learning aspects of the experience' (Work Experience – A Guide for Employers, DfES, 2002).

CRB Check

In order to work with children, candidates on work placement **MUST** undertake a CRB check and your school will usually request this.

Schools offering paid employment or voluntary placements will be able to undertake this check and you should ensure that you arrange this before commencing your placement.

Please note that Study House is unable to arrange this check and students must ensure that the proper arrangements are made.

Use of Placement Material

It's important that issues of confidentiality are clear within the organisation. Learners need to make sure that they're aware of any permission requirements for taking information out of the organisation for use in their portfolio work. You should clarify this in advance with the placement organisation.

Where material from the work placement organisation is used, it must be used sensitively and appropriately and in full accordance with any organisational policies and procedures. Learners shouldn't use the personal details of any individual service user in work placement records. The Tutor, Assessor or work placement Supervisor must make sure that learners are aware of these issues and don't produce any materials that might identify an individual, child or family. Where required, confidentiality must be maintained at all times.

The role of the work placement organisation and supervisor

In order that students undertaking the NCFE Level 3 qualification Supporting Teaching & Learning in Schools can gain practical experience of assisting learning in schools, it is a requirement that an in-school placement is undertaken.

The aim of the placement is to gain experience of a range of teaching and learning related activities which enable students to achieve the learning outcomes of the National Occupational Standards, and provide evidence of successfully completing a number of practical tasks.

Consequently each student must arrange a placement in school which is supervised by one or more qualified teachers, and under the general guidance of a school appointer placement supervisor.

The following form should be given to the work placement supervisor who should read these notes and then confirm that they will provide a placement which fulfils the following role.

(Further guidance on work placement is provided in the DFES booklet Work Placements, A Guide for Employers, which is reproduced in Annex 1 of the this course introduction.

Role of the placement supervisor

The placement supervisor will take overall responsibility for the student will undertaking the placement and specifically should ensure the following:

- Agreeing a timetable for the placement and agree learning objectives
- Arranging induction and an introduction to the school
- Arranging any statutory checks (e.g.CRB) which may be required
- Compliance with school Health & Safety policies and procedures
- Issue of any personal protective equipment
- Identifying opportunities to take part in the range of activities covering the assessment criteria for the qualification's learning objectives
- Monitoring overall student progress in school and provide opportunities to review progress
- Confirmation, by signing witness statements, the successful completion of practical tasks required by the National Occupational Standards.

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Placement Supervision Agreement

I have been made aware of the placement supervision requirements of this course and agree to provide supervision and work experience support for the student named below:

STUDENT DETAILS

Name	
Student Number	
Date of commencement of placement	
Name of placement organisation	
Address of placement organisation	

Supervisor name:

Supervisor Signature:

Date:

When completed, this form should be returned to:

Study House Student Centre
8 Hillswood Avenue
Kendal
LA9 5BT



NCFE Level 3 Supporting Teaching & Learning
Work Placement Attendance Record & Diary

Name of Student

Placement location

Please keep a record of your placement attendance hours and practical activities in order to ensure that the qualification requirement is complied with. Once you have completed your course this record should be signed by the candidate and by the placement supervisor and then ***submitted with your final assignment.***

Date	Hours Attended	Main Activities

Student Signature

Supervisor Signature

(This form can be copied if additional space is required)

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Building Your Portfolio of Evidence

Student Assessment : Building Your Portfolio of Evidence

This course is assessed through the building of a portfolio of evidence. This means that each Task (learning outcome) must be demonstrated by the student using documents (referred to as evidence) which shows what you have done.

At the beginning of each unit you will find an assessment summary with a series of tasks listed, with space to record what you have done in order to demonstrate achievement of the learning outcome, and where in your portfolio your evidence of what you have done can be found. Consequently the unit assessment summary provides a very important method for students to understand what they need to do, and for tracking your progress. It will also prove invaluable to your assessor when reviewing what you have done and locating the sources of evidence which you have provided.

For each completed unit of the course, you should submit the relevant assessment summary sheet, together with your evidence, to your tutor for assessment and feedback. On this sheet you should carefully complete the two columns to indicate:

Type of evidence

This should indicate whether your evidence is a report, witness statement, diary etc

Location or page number

Please indicate here the page number(s) of where your evidence for this task can be found. It is permissible to use a source of evidence towards more than one task where it is appropriate to do so.

Types of evidence of learning

Evidence of learning can take many forms and you should look carefully at each Task (learning outcome) before embarking on providing evidence. Some tasks can be “answered” by way of a text based answer which shows your knowledge and understanding of the topic e.g. where you are asked to “explain” or “describe” something. Where the task requires evidence of a skill you will need to provide documents which describe how you have taken part in practical activities within the school setting. In these cases your evidence may take the form of one or more of the following types.

1. Candidate Report

Many learning outcomes and assessment criteria require that students provide information and descriptions related to their understanding of the course materials for the unit in question. In these cases students may produce a report which contains the information required. The report should clearly indicate the student’s

name, the unit title, the Learning Outcome(s) to which it refers and the Assessment Criteria covered by the report. The report can then be written freestyle and may include attachments with documents which provide supporting evidence to the report. The report may include what is called product evidence i.e. other documents you have produced as part of your placement such as lesson plans etc.

2. Observation/Witness Statement

Many assessment criteria require students to undertake tasks related to teaching and learning activities. In these cases you should agree with your supervisor when and in what circumstances the task is to be undertaken and the evidence contained in your portfolio should be in the form of a witness statement of the observation. This will be a record of the task undertaken and the outcome, a note of any discussion which took place subsequently with your supervisor and importantly the supervisor will need to sign the statement to confirm that the task was undertaken as described in your report.

3. Professional Discussion

Some assessment criteria will in part or in full be achieved through discussing policies, practice and methods with your supervisor. You should arrange these discussions with your supervisor and subsequently write notes which summarise your discussions, your conclusions, and any actions agreed as a result. Again, the evidence contained in your portfolio should clearly indicate which assessment criteria are being discussed, the date, who the discussion was with, and the outcomes.

4. Reflective Diary

A good way to assemble evidence is through the use of a reflective diary. This should be your personal notes made on a regular basis of your experiences in school. You should compose a diary of your experiences and update it daily or weekly so that you have a record of what you have done, what you have learned and any actions you plan to take as a result of your experiences (for example you may wish to arrange to discuss a topic with a member of staff so that you understand better something which is not quite clear).

These are just examples of the evidence you may wish to include in your portfolio. As you work your way through the course and through your placement you will find other ways of presenting evidence. Please remember though that all of your evidence must give a clear indication of what you have learned and should be in your own words. Your assessor will examine all of your evidence and will need to be sure that the portfolio provides proof of your learning against each learning outcome and assessment criteria.

All evidence documents should include:

- Your name and student number
- The date on which it was composed
- The learning outcome and assessment criteria to which it refers (please see NCFE student pack for these).
- Supervisor signature for activities which have been witnessed.

Range of Evidence

One very important principle on which the qualification is founded is that students should be confident and competent in applying their knowledge and skill to the whole spectrum of learning situations. This means that students must be able to display knowledge and understanding of how the principles impact on learners throughout the age spectrum of learners. This is known as the **RANGE** of evidence i.e. that students can display knowledge and understanding across the age range of teaching and learning support.

Increasingly, teaching support roles are applicable to learners in secondary education, in Sixth Form Colleges and in Colleges of Further Education whereas in the past these roles were perhaps predominant in primary education.

Consequently when answering tasks in each of the course assignments you will be expected to display an understanding of the impact of the principles being discussed to different age groups within the student population, right up to age 18. If, for example, your experience relates to learning environments in the primary sector, naturally your evidence will be based upon that age group. You should however include notes on how this may vary and differ for other age groups, and this may involve additional research, talking to teaching staff in other sectors, or arranging a visit to a school or college in a different age group sector. To help in explaining how you should approach this some examples of the differences are provided below:

- Older age groups tend to be much more influenced by their peers and you should include in your answers (where appropriate) the effect of peer groups on learners' behaviour and attitudes.
- As children get older they are also much more influenced by media, culture, role models, fashion etc, and you should be able to demonstrate an understanding of these influences on learner's behaviour and aspirations.
- Older pupils are more influenced by emotional needs and social networking which can again be a significant influence on behaviour and the role of teaching support.

- Many older students and pupils will be independent or semi-independent and certainly for 17/18 year olds they will be in education by choice rather than by statute. In these cases, teaching support workers may well find that multi agency support must involve additional agencies such as a housing association, a probation officer, and where the learner is also a parent, support may need to take account of their own child's needs.
- Teaching assistants in learning environments for older learners will often encounter and support people who are disaffected, who may be in residential care or in remand care. Obviously in these situations, security and supervision issues may vary widely from that of infant/junior environments. Conversely students over the school leaving age, in school or in college, attend voluntarily and so again issues related to uniform, attendance, absence during lunch breaks etc require a very different approach to younger learners.
- Another factor students must bear in mind that there are increasingly learners for whom English is a second language, who may be migrants and even victims of conflicts around the world. Again these scenarios have great implications for teaching support staff.

The above are just some examples of how the age and background of learners places different demands on teaching support staff and the qualification will expect that you can identify and discuss these issues as you answer the assignment tasks. ***Evidence of practical involvement must of course be based on the age group where your placement takes place but when attempting answer a task you should always ask yourself whether what you submit applies across the board. If not you should comment on and show that you understand how variations in approach may be required where you encounter different learner groups.***

To help with this you may want to research further how different approaches are taken and some suggestions for research could be:

Talk to a teacher who has experience of other age groups

Arrange a visit to a school or college with different aged learners than in your placement

Read about different approaches from article in the education press (e.g. Times Educational Supplement - <http://www.tes.co.uk/>)

Research different approaches from the major educational web sites such as:

Department for Education

<http://www.education.gov.uk/schools>

Teacher Development Agency

<http://www.tda.gov.uk/support-staff.aspx>

BBC Schools Web pages

<http://www.bbc.co.uk/schools/teachers/>

Important Note on Confidentiality

Please remember that evidence of your learning should be presented in a manner which preserves school policies on confidentiality. Photographs of children, and their personal details should not be included. If you are in any doubt about confidentiality of information you should discuss this with your supervisor.

-oOo-

The following pages provide example layouts for forms of evidence. You can copy and use these or devise your own layout as you prefer provided that the essential information is included.

Example Candidate Report

Student Name	
Student Number	
Date	
Learning Outcome	
Assessment Criteria	

Report Content

Conclusions

Further actions (if appropriate)

Example Observation/Witness Statement

Student Name	
Student Number	
Date	
Learning Outcome	
Assessment Criteria	

Description of Activity Undertaken and results/outcomes

Discussion points with supervisor

Further Action (if required)

Supervisor signature confirming this to be an accurate record

_____ Date _____

Example Professional Discussion Record

Student Name	
Student Number	
Date	
Learning Outcome	
Assessment Criteria	

Discussion Topic(s)

Summary of discussion

Actions agreed

Supervisor signature confirming this to be an accurate record

_____ Date _____

Example Reflective Diary

Student Name	
Student Number	
Date	
Learning Outcome	
Assessment Criteria	

Date	Observations and Reflections	Conclusions and further actions

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Annex 1 DFES Work Experience Guide for Employers

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Course Study Units

