Training
Qualifications UK

Qualification Specification

TQUK Level 2 Award in Support Work in Schools (RQF)

Qualification Number: 601/4020/3

Version 9

Contents

Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications.

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our website for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

Each qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our website.

Qualification specifications can also be found on our website. If you have any further questions, please contact TQUK.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

Introduction to the Qualification

The TQUK Level 2 Award in Support Work in Schools (RQF) is regulated by Ofqual.

Qualification Purpose

The purpose of the qualification is to introduce learners to the knowledge required to work in the school sector in a range of support functions including: administrative roles, site support roles, technical roles or working with children and young people. Areas covered include child and young person development, safeguarding welfare of children and young people, communication and professional relationships, equality and diversity and schools as organizations.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level one in literacy and numeracy or equivalent.

The qualification is suitable for learners of 16 years of age and above.

Progression

Successful learners can progress to other qualifications such as:-

- Level 2 Certificate in Healthcare Support Services
- TQUK Level 2 Certificate in Supporting Teaching and Learning in Schools
- Level 3 Certificate in Supporting Individuals on the Autistic Spectrum
- Level 3 Certificate in Supporting Individuals with Learning Disabilities
- TQUK Level 3 Certificate in Supporting Teaching and Learning in Schools
- TQUK Level 3 Diploma in Specialist Support of Teaching and Learning in Schools ▯ TQUK
- Level 3 Award in Education and Training

Structure

Learners must achieve 12 credits, from mandatory and optional units.

Mandatory Units

Unit Number	Title	Unit ref.	Level	Guided Learning Hours	Credit value
1	Child and young person development	H/601/3305	2	15	2
2	Safeguarding the welfare of children and young people	K/601/3323	2	20	3
3	Communication and professional relationships with children, young people and adults	F/601/3313	2	15	2
4	Equality, diversity and inclusion in work with children and young people	D/601/3321	2	15	2

Optional Units

Unit Number	Title	Unit ref.	Level	Guided Learning Hours	Credit value
5	Schools as organisations	T/601/3325	2	20	3
6	Schools as organisations	A/601/3326	3	15	3

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 120 hours.

Guided Learning Hours

These hours are made up of all real time contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

 GLH for this qualification is 80.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Where indicated in the unit specifications, assessment must meet the requirements of the identified assessment strategy/principles.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes must be met to achieve a pass - there is no grading.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer of the level of the learner's current knowledge and/or skills and any additional specific support requirement the learner may need.

The initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to TQUK qualifications.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request
- Experience of the delivery/assessment/IQA of the qualification requested
- Work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the qualifications they assess or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

Useful Websites

Health and Safety Executive www.hse.gov.uk

Office of Qualifications and Examinations Regulation   www.ofqual.gov.uk

Register of Regulated Qualifications http://register.ofqual.gov.uk

Health and Safety Executive NI https://www.hseni.gov.uk/

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency http://skillsfundingagency.bis.gov.uk/ for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS) https://www.gov.uk/government/publications/ individualised-learner-record-ilr-sources-of-data

Department for the Economy https://www.economy-ni.gov.uk/ or Department of Education www.deni.gov.uk for public funding in Northern Ireland.

Mandatory Units

Title:	Child and young person development
	H/601/3305
Level:	2
Credit value:	2
Guided learning hours:	15

Learning outcomes The learner will:		Assessment criteria 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: • physical development • communication and intellectual development • 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: • background • health • 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 eg. bereavement
		3.3	Describe with examples how transitions may affect children and young people's behaviour and development

Title:	Safeguarding the welfare of children and young people K/601/3323
Level:	2
Credit value:	3
Guided learning hours:	20

Learning outcomes The learner will:		Assessment criteria 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: • fires • security incidents • 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 maybe 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

Title:	Communication and professional relationships with children, young people and adults
	F/601/3313
Level:	2
Credit value:	2
Guided learning hours:	15

Learning outcomes The learner will:		Assessment criteria 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: • promote effective interactions with children and young people • 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

			• the practitioner and children and young people • 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

Title:	Equality, diversity and inclusion in work with children and young people
	D/601/3321
Level:	2
Credit value:	2
Guided learning hours:	15

Learning outcomes The learner will:		Assessment criteria 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
		1.4	Describe ways in which children and young people can experience prejudice and discrimination
2.	Understand the impact of prejudice and discrimination on children and young people	2.1	Describe the impact of prejudice and discrimination on children and young people
		2.2	Assess how own attitudes, values and behaviour could impact on work with children and young people
		2.3	Describe the importance of promoting anti-discriminatory practice in work with children and young people
		2.4	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

Optional Units

Title:	Schools as organisations
	T/601/3325
Level:	2
Credit value:	3
Guided learning hours:	20

Learning outcomes		Assessment criteria	
The learner will:		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: • school governors • senior management team • other statutory roles e.g. SENCO • teachers • 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: • aims • 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: • staff • pupil welfare • teaching and learning
6.	Know about the wider context in which schools operate	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

Title:	Schools as organisations
	A/601/3326
Level:	3
Credit value:	3
Guided learning hours:	15

Learning outcomes		Assessment criteria	
The learner will:		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: • school governors • senior management team • other statutory roles e.g. SENCO • teachers • 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: • general bodies such as the Health and Safety Executive • school specific regulatory bodies

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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: • staff • pupil welfare • teaching and learning • equality, diversity and inclusion • 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