

The national vocational qualification/Scottish vocational qualification in supporting teaching and learning in schools

Level 2

The level 2 national vocational qualification/Scottish vocational qualification (NVQ/SVQ) requires the achievement of **seven** units of competence from the national occupational standards. There are **five** mandatory units that each candidate must achieve. In addition, each candidate is required to achieve **two** of the optional units. Selection of optional units will be a matter of choice for the candidate in consultation with his/her employer, bearing in mind employment requirements and the candidate's career aspirations.

Mandatory units (five units)

1 Provide support for learning activities

- 1.1 Support the teacher in planning learning activities
- 1.2 Support the delivery of learning activities
- 1.3 Support the teacher in the evaluation of learning activities

2 Support children's development (CCLD 203)

- 2.1 Contribute to supporting children's physical development and skills
- 2.2 Contribute to supporting children's emotional and social development
- 2.3 Contribute to supporting children's communication and intellectual development
- 2.4 Contribute to planning to meet children's development needs

3 Help to keep children safe (CCLD 202)

- 3.1 Prepare and maintain a safe environment
- 3.2 Deal with accidents, emergencies and illness
- 3.3 Support the safeguarding of children from abuse
- 3.4 Encourage children's positive behaviour

4 Contribute to positive relationships (CCLD 201)

- 4.1 Interact with and respond to children
- 4.2 Interact with and respond to adults
- 4.3 Communicate with children
- 4.4 Communicate with adults

5 Provide effective support for your colleagues

- 5.1 Maintain working relationships with colleagues
- 5.2 Develop your effectiveness in a support role



developing people, improving young lives

Optional units (select two units)

6 Support literacy and numeracy activities

- 6.1 Support pupils with activities to develop literacy skills
- 6.2 Support pupils with activities to develop numeracy skills

7 Support the use of information and communication technology for teaching and learning

- 7.1 Prepare ICT resources for use in teaching and learning
- 7.2 Support the use of ICT resources for teaching and learning

8 Use information and communication technology to support pupils' learning

- 8.1 Prepare for using ICT to support pupils' learning
- 8.2 Support pupils' learning through ICT

9 Observe and report on pupil performance

- 9.1 Observe pupil performance
- 9.2 Report on pupil performance

10 Support children's play and learning (CCLD 206)

- 10.1 Participate in activities to encourage communication and language
- 10.2 Provide opportunities for children's drama and imaginative play
- 10.3 Encourage children to be creative
- 10.4 Support physical play
- 10.5 Encourage children to explore and investigate

11 Contribute to supporting bilingual/multilingual pupils

- 11.1 Contribute to supporting bilingual/multilingual pupils to develop skills in the target language
- 11.2 Support bilingual/multilingual pupils during learning activities

12 Support a child with disabilities or special educational needs (CCLD 209)

- 12.1 Support a child with disabilities or special educational needs by providing care and encouragement.
- 12.2 Provide support to help the child to participate in activities and experiences
- 12.3 Support the child and family according to the procedures of the setting

13 Contribute to moving and handling individuals (HSC223)

- 13.1 Prepare individuals, environments and equipment for moving and handling
- 13.2 Enable individuals to move from one position to another

14 Support individuals during therapy sessions (HSC212)

- 14.1 Prepare and maintain environments, equipment and materials prior to, during and after therapy sessions
- 14.2 Support individuals prior to and within therapy sessions
- 14.3 Observe and provide feedback on therapy sessions

15 Support children and young people's play (PW2)

- 15.1 Create a range of environments for children and young people's play
- 15.2 Offer a range of play opportunities to children and young people
- 15.3 Support children and young people's rights and choices in play
- 15.4 End play sessions

Qualification structure for NVQ/SVQ in supporting teaching and learning in schools

16 Provide displays (IL 3/10)

- 16.1 Set up displays
- 16.2 Maintain and dismantle displays

17 Invigilate tests and examinations

- 17.1 Prepare to run tests and examinations
- 17.2 Implement and maintain invigilation requirements

Level 3

The level 3 NVQ/SVQ requires the achievement of **ten** units of competence from the national occupational standards. There are **six** mandatory units that each candidate must achieve. In addition, each candidate is required to achieve **four** of the optional units with **no more than 2 units taken from group E**.

Apart from the restriction on the number of units that may be taken from group E, any combination of optional units may be selected. Optional units may be selected from within the same group or from across different groups. Selection of optional units will be a matter of choice for the candidate in consultation with the school, bearing in mind employment requirements and the candidate's career aspirations.

Mandatory units (six units)

3 Help to keep children safe (CCLD 202)

- 3.1 Prepare and maintain a safe environment
- 3.2 Deal with accidents, emergencies and illness
- 3.3 Support the safeguarding of children from abuse
- 3.4 Encourage children's positive behaviour

18 Support pupils' learning activities

- 18.1 Support learning activities
- 18.2 Promote independent learning

19 Promote positive behaviour

- 19.1 Implement agreed behaviour management strategies
- 19.2 Support pupils in taking responsibility for their learning and behaviour

20 Develop and promote positive relationships (CCLD 301)

- 20.1 Develop relationships with children
- 20.2 Communicate with children
- 20.3 Support children in developing relationships
- 20.4 Communicate with adults

21 Support the development and effectiveness of work teams

- 21.1 Contribute to effective team practice
- 21.2 Contribute to the development of the work team

22 Reflect on and develop practice (CCLD 304)

- 22.1 Reflect on practice
- 22.2 Take part in continuing professional development

Level 3 Optional units (select any four units from groups A - E but no more than two units from group E)

Group A: supporting pupils' learning

8 Use information and communication technology to support pupils' learning

8.1 Prepare for using ICT to support pupils' learning

8.2 Support pupils' learning through ICT

23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacher

23.1 Plan teaching and learning activities under the direction of a teacher

23.2 Deliver teaching and learning activities

23.3 Evaluate teaching and learning activities and outcomes

24 Contribute to the planning and evaluation of teaching and learning activities

24.1 Contribute to the planning of teaching and learning activities

24.2 Contribute to the evaluation of teaching and learning activities

25 Support literacy development

25.1 Support pupils to develop their reading skills

25.2 Support pupils to develop their writing skills

25.3 Support pupils to develop their speaking/talking and listening skills

26 Support numeracy development

26.1 Support pupils to develop numeracy skills

26.2 Support pupils to use and apply mathematics

27 Support implementation of the early years curriculum

27.1 Contribute to planning implementation of the early years curriculum

27.2 Support teaching and learning activities to deliver the early years curriculum

27.3 Contribute to the monitoring and assessment of children's progress

28 Support teaching and learning in a curriculum area

28.1 Develop, use and improve your own subject knowledge to support teaching and learning

28.2 Develop and evaluate materials to support teaching and learning in a curriculum area

29 Observe and promote pupil performance and development

29.1 Observe and report on pupil performance and development

29.2 Promote pupil performance and development

30 Contribute to assessment for learning

30.1 Use assessment strategies to improve learning

30.2 Support pupils in reviewing their own learning

31 Prepare and maintain the learning environment

31.1 Prepare the learning environment

31.2 Prepare learning materials for use

31.3 Monitor and maintain the learning environment and resources

32 Promote the transfer of learning from outdoor experiences (SkillsActive D35)

- 32.1 Facilitate learning through individual and shared reflection on experience
- 32.2 Help participants identify how they can transfer learning to other aspects of their lives

Group B: meeting additional support needs

33 Provide literacy and numeracy support to enable pupils to access the wider curriculum

- 33.1 Provide literacy support to help pupils to access the wider curriculum
- 33.2 Provide numeracy support to help pupils to access the wider curriculum

34 Support gifted and talented pupils

- 34.1 Work with others to develop learning programmes for gifted and talented pupils
- 34.2 Support learning activities for gifted and talented pupils

35 Support bilingual/multilingual pupils

- 35.1 Support development of the target language
- 35.2 Support bilingual/multilingual pupils in accessing the curriculum

36 Provide bilingual/multilingual support for teaching and learning

- 36.1 Contribute to the assessment of bilingual/multilingual pupils
- 36.2 Provide bilingual/multilingual support for teachers and pupils
- 36.3 Support communication with families of bilingual/multilingual pupils

37 Contribute to the prevention and management of challenging behaviour in children and young people (HSC326)

- 37.1 Work with children and young people to identify goals and boundaries for acceptable behaviour
- 37.2 Support children and young people to manage challenging behaviour
- 37.3 Enable children and young people to recognise and understand their behaviour and its consequences

38 Support children with disabilities or special educational needs and their families (CCLD 321)

- 38.1 Contribute to the inclusion of children with disabilities or special educational needs
- 38.2 Help children with disabilities or special educational needs to participate in the full range of activities and experiences
- 38.3 Support families to respond to children's needs

39 Support pupils with communication and interaction needs

- 39.1 Support pupils with communication and interaction needs to maximise learning
- 39.2 Support pupils with communication and interaction needs to develop relationships with others

40 Support pupils with cognition and learning needs

- 40.1 Support pupils with cognition and learning needs during learning activities
- 40.2 Support pupils with cognition and learning needs to develop effective learning strategies

41 Support pupils with behaviour, emotional and social development needs

- 41.1 Support the behaviour management of pupils with behaviour, emotional and social development needs
- 41.2 Support pupils with behaviour, emotional and social development needs to develop relationships with others
- 41.3 Support pupils with behaviour, emotional and social development needs to develop self-reliance and self-esteem

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42 Support pupils with sensory and/or physical needs

- 42.1 Enable pupils with sensory and/or physical needs to maximise learning
- 42.2 Implement structured learning programmes for pupils with sensory and/or physical needs

43 Assist in the administration of medication (SfH CHS2)

44 Work with children and young people with additional requirements to meet their personal support needs (HSC315)

- 44.1 Support children and young people with additional requirements to identify and develop plans to meet their personal support needs
- 44.2 Support children and young people to address their personal support needs
- 44.3 Contribute to evaluating the effectiveness of activities to meet children and young people's personal support needs

Group C: providing pastoral support

45 Promote children's well-being and resilience (CCLD 308)

- 45.1 Enable children to relate to others
- 45.2 Provide a supportive and challenging environment
- 45.3 Enable children to take risks safely
- 45.4 Encourage children's self-reliance, self-esteem and resilience

46 Work with young people to safeguard their welfare (YW D4)

- 46.1 Promote a safe working environment for youth work
- 46.2 Work with young people to assess and manage risk
- 46.3 Assist individuals to take action when they are distressed

47 Enable young people to be active citizens (YW A3)

- 47.1 Assist young people to understand their communities and their role within them
- 47.2 Enable young people to communicate their views and interests to others, and to negotiate and influence people and situations

48 Support young people in tackling problems and taking action (YW A4)

- 48.1 Enable young people to tackle problems and plan action to achieve their goals and aspirations
- 48.2 Enable young people to take action based on their plans
- 48.3 Enable young people to reflect on and learn from their actions

49 Support children and young people during transitions in their lives

- 49.1 Recognise and respond to signs of transitions
- 49.2 Support children and young people to manage transitions in their lives

50 Facilitate children and young people's learning and development through mentoring (LDSS 9)

- 50.1 Identify the learning and development needs of children and young people
- 50.2 Plan with children and young people how learning and development needs will be addressed through mentoring
- 50.3 Mentor children and young people to achieve identified outcomes
- 50.4 Review the effectiveness of mentoring with children and young people

51 Contribute to improving attendance (LDSS 6)

- 51.1 Contribute to monitoring attendance
- 51.2 Contribute to processes and procedures for improving attendance

52 Support children and families through home visiting (CCLD 331)

- 52.1 Establish, develop and maintain relationships with families
- 52.2 Provide support for families
- 52.3 Liaise with colleagues, professionals and agencies to support families

Group D: supporting the wider work of the school

16 Provide displays (IL 3/10)

- 16.1 Set up displays
- 16.2 Maintain and dismantle displays

17 Invigilate tests and examinations

- 17.1 Prepare to run tests and examinations
- 17.2 Implement and maintain invigilation requirements

53 Lead an extra-curricular activity

- 53.1 Prepare children and young people for the activity
- 53.2 Introduce children and young people to the activity
- 53.3 Lead the activity
- 53.4 Maintain and encourage effective working relationships during the activity

54 Plan and support self-directed play (PW9)

- 54.1 Collect and analyse information on play needs and preferences
- 54.2 Plan and prepare play spaces
- 54.3 Support self-directed play
- 54.4 Help children and young people to manage risk during play

55 Contribute to maintaining pupil records

- 55.1 Collect and input pupil data
- 55.2 Contribute to maintaining the record-keeping system

56 Monitor and maintain curriculum resources

- 56.1 Monitor and maintain supplies of curriculum resources
- 56.2 Organise and maintain curriculum resources

57 Organise cover for absent colleagues

- 57.1 Arrange cover for absent colleagues
- 57.2 Monitor and review cover arrangements

58 Organise and supervise travel (SkillsActive B228)

- 58.1 Make travel arrangements
- 58.2 Supervise travel

59 Escort and supervise pupils on educational visits and out-of-school activities

- 59.1 Escort pupils on visits and out-of-school activities
- 59.2 Supervise pupils on visits and out-of-school activities

60 Liaise with parents, carers and families

- 60.1 Establish and maintain relationships with parents, carers and families
- 60.2 Facilitate information sharing between the school and parents, carers and families

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61 Provide information to aid policy formation and the improvement of practices and provision (YW F1)

- 61.1 Provide information and advice to aid development of strategies, policies, practice and provision
- 61.2 Collect and present information to aid monitoring, review and improvement of performance

Group E: working with colleagues (no more than two units allowed from this group)

62 Develop and maintain working relationships with other practitioners

- 62.1 Maintain working relationships with other practitioners
- 62.2 Work in partnership with other practitioners

63 Provide leadership for your team (M&L B5)

OR

64 Provide leadership in your area of responsibility (M&L B6)

65 Allocate and check work in your team (M&L D5)

66 Lead and motivate volunteers (MV D2)

- 66.1 Brief volunteers on work requirements and responsibilities
- 66.2 Help volunteers to solve problems during volunteering activities
- 66.3 Debrief and give feedback to volunteers on their work

67 Provide learning opportunities for colleagues (M&L D7)

68 Support learners by mentoring in the workplace (L&D L14)

- 68.1 Plan the mentoring process
- 68.2 Set up and maintain the mentoring process
- 68.3 Give mentoring support

69 Support competence achieved in the workplace (L&D L20)

- 69.1 Assess performance in the workplace against agreed standards
- 69.2 Give staff members support in the workplace and feedback on their performance