



TQUK Level 3 Diploma in Specialist Support for Teaching and Learning in Schools (RQF)

Qualification Specification

Qualification Number: 601/4423/3



Introduction

Welcome to TQUK.

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

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation and/or Qualifications Wales, sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

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 www.tquk.org for news of our latest developments.

Qualification Specifications

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

The aim of the Qualification Specification is to guide a centre through the process for delivering the qualification.

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our website www.tquk.org

Qualification specifications can be found also be found on our website www.tquk.org

Please check the website regularly to ensure that you are using the most up to date version.

If you have any further questions, please contact TQUK.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and 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 on corporate/business letterheads, pages of a 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 and 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 done so as a representation of the true 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 that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed TQUK should be notified. TQUK is required to monitor centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a TQUK recognised centre it must immediately discontinue the use of TQUK's logo, name and qualifications.

Introduction to the Qualification

The TQUK Level 3 Diploma in Specialist Support for Teaching and Learning in Schools (RQF) is regulated by Ofqual.

Qualification Purpose

The TQUK Level 3 Diploma in Specialist Support for Teaching and Learning in Schools (RQF) to develop the knowledge and competence of learning support staff whose working role is in a specialist area and/or across a varied range of responsibilities. Learners will be working under the direction of a teacher who has overall responsibility for teaching and learning in the classroom. They will contribute to planning, implementing and evaluating learning activities and will work alongside the teacher to support whole class activities, as well as working on their own with individual, or groups of, pupils. Job titles may include: teaching assistant; classroom assistant; learning support assistant; additional needs assistant; pastoral/welfare support assistant; bilingual support assistant; foundation stage assistant; learning guide; learning coach; induction mentor; team leader.

The TQUK Level 3 Diploma in Specialist Support for Teaching and Learning in Schools (RQF) can be used as the combined knowledge and competence component of the Advanced Level Apprenticeship in Supporting Teaching and Learning in Schools.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of level two 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 employment within primary, special and secondary schools in both the state and independent sectors where there are opportunities to take on a wider range of responsibilities or to move into other roles across the wider children's workforce e.g. child care, play work or youth work. Specialist roles may be applicable, dependant on the specialist optional units taken.

Learners can also progress to other qualifications such as:

- Foundation degree e.g. for teaching assistants or supporting teaching and learning
- Training and/or assessment against the Higher Level Teaching Assistant professional standards to achieve HLTA status
- Level 3 Diploma for the Children's and Young People's Workforce
- Level 4 qualifications in a relevant area
- Early Years Sector-Endorsed Foundation Degree

Structure

The learner must achieve 44 credits to achieve this qualification. 32 credits must be achieved from Group A and further 12 credits from Group B. A total of 40 credits must be achieved at or above Level 3.

Mandatory Units

Unit Number	Title	Unit ref.	Level	Guided Learning Hours	Credit value
1	Promote children and young people's positive behaviour	A/601/4069	3	15	3
2	Support Children and Young People's Health and Safety.	D/601/1696	3	15	2
3	Communication and professional relationships with	F/601/3327	3	10	2

	children, young people and adults				
4	Develop professional relationships with children, young people and adults	H/601/4065	3	10	2
5	Promote equality, diversity and inclusion in work with children and young people	M/601/4070	3	10	2
6	Understand How to Safeguard the Wellbeing of Children and Young People.	Y/601/1695	3	25	3
7	Support learning activities	F/601/4073	3	30	4
8	Schools as organisations	A/601/3326	3	15	3
9	Support assessment for learning	A/601/4072	3	20	4
10	Engage in personal development in health, social care or children's and young people's settings	A/601/1429	3	10	3
11	Understand Child and Young Person Development	L/601/1693	3	30	4

Optional Units

B1 (Supporting Learning)

Unit Number	Title	Unit ref.	Level	Guided Learning Hours	Credit value
12	Support numeracy development	A/601/7716	3	18	3
13	Support delivery of the 14 – 19 curriculum	F/601/7720	3	15	3

14	Support teaching and learning in a curriculum area	J/601/7718	3	12	3
15	Provide literacy and numeracy support	L/601/7722	3	16	3
16	Plan and deliver learning activities under the direction of a teacher	D/601/7711	3	21	4
17	Support literacy development	M/601/7714	3	18	3
18	Support gifted and talented learners	R/601/7723	3	21	4
19	Support children's speech, language and communication.	T/600/9789	3	30	4

B2 (English as an Additional Language)

Unit Number	Title	Unit ref.	Level	Guided Learning Hours	Credit value
20	Provide bilingual support for teaching and learning	D/601/7725	3	32	6
21	Support bilingual learners	Y/601/7724	3	23	4

B3 (Special Educational Needs)

Unit Number	Title	Unit ref.	Level	Guided Learning Hours	Credit value
22	Support disabled children and young people and those with special educational needs	H/601/7726	3	24	5
23	Support learners with communication and interaction needs	K/601/8134	3	21	4
24	Support learners with cognition and	M/601/8121	3	21	4

	learning needs				
25	Support learners with sensory and/or physical needs	M/601/8135	3	21	4
26	Support children and young people with behaviour, emotional and social development needs	Y/601/7707	3	25	4
27	Support individuals to meet personal care needs	F/601/8060	2	16	2

B4 (Providing Pastoral Support)

Unit Number	Title	Unit ref.	Level	Guided Learning Hours	Credit value
28	Support children and young people to achieve their education potential	D/600/9785	3	30	4
29	Support children and young people during transitions in their lives	D/601/8325	3	18	4
30	Support young people in relation to sexual health and risk of pregnancy	F/502/5242	3	10	2
31	Support children and young people to make positive changes in their lives	M/600/9788	3	27	4
32	Support young people to develop, implement and review a plan of action	M/601/1329	3	25	3
33	Support young people who are socially	R/502/5231	3	10	2

	excluded or excluded from school				
34	Promote the well being and resilience of children and young people	F/600/9780	3	30	4
35	Develop interviewing skills for work with children and young people	L/601/1337	3	21	3
36	Improving the attendance of children and young people in statutory education	M/601/1377	3	40	5
37	Facilitate the learning and development of children and young people through mentoring	T/601/1381	3	30	4
38	Provide information and advice to children and young people	A/601/1334	3	22	3

B5 (Supporting the Wider Work of the School)

Unit Number	Title	Unit ref.	Level	Guided Learning Hours	Credit value
39	Organise travel for children and young people	H/601/8357	3	12	2
40	Supervise children and young people on journeys, visits and activities outside of the setting	H/601/8360	3	15	3
41	Monitor and	D/601/8342	3	14	3

	maintain curriculum resources				
42	Invigilate tests and examinations	Y/601/7416	3	19	3
43	Maintain learner records	Y/601/8338	3	12	3
44	Assist in the administration of medication	A/601/9420	2	25	4
45	Lead an extra-curricular activity	A/601/8333	3	16	3
46	Work in partnership with parents to engage them with their children's learning and development in school	A/602/1846	3	31	6

B6 (Working with Colleagues)

Unit Number	Title	Unit ref.	Level	Guided Learning Hours	Credit value
47	Team working	A/501/5163	3	23	3
48	Work with other practitioners to support children and young people	R/601/8368	3	15	3
49	Plan, allocate and monitor work of a team*	Y/600/9669	3	25	5
50	Provide leadership and direction for own area of responsibility	T/600/9601	4	30	5
51	Set objectives and provide support for team members*	M/600/9600	3	35	5
52	Support learning and development within own area of responsibility*	M/600/9676	4	25	5

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 440 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 232.

Assessment

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 Recognition

To offer any TQUK qualification each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

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. The policies and procedures will also support an approved Centre's quality systems.

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

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

Support from TQUK

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about 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 on the level of the learner's current knowledge and/or skills.

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.

Learner Registration

Once approved to offer a qualification the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

Trainer/Assessor Requirements

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

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include the below:

- 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 Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. 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 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

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.

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

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

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 are up to date with work practices and developments in the qualifications they are involved with.

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>

DAQW – Database of Approved Qualifications www.daqw.org.uk for public funding in Wales

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