

The background features a collage of images: a hand holding a pen, a man in profile, a close-up of eyes with glasses, and a cross-stitch of a bee. The text is overlaid on a blue geometric shape.

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

601/4423/3

Training
Qualifications UK

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Qualification Summary

Key Information

Level Level 3	Sector Education & Training	Internal/External Internal
Qualification Type Occupational Qualification	Assessment Language English	Recommended Minimum Age 16
Total Credits 44	Operational Start Date 01/09/2014	Assessment Methods Portfolio of Evidence
SSA 13.2 Direct learning support	Qualification Status Available To Learners	Permitted Delivery Types Blended Classroom Distance Online
Guided Learning Hours 232	Overall Grading Type Pass/Fail	



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**Visit www.tquk.org
in order to stay up to
date with the latest
qualification news.**





Welcome to TQUK

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, sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#) website.

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 www.tquk.org. Qualification specifications can be found also be found on 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](#).



Brand Guidelines

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.



Qualification Details

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 recommended minimum age for this qualification is 16 years 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 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 ref.	Title	Level	GLH	Credit Value
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F/601/3327	Communication and professional relationships with children, young people and adults	3	10	2
H/601/4065	Develop professional relationships with children, young people and adults	3	10	2
A/601/1429	Engage in personal development in health, social care or children's and young people's settings	3	10	3
A/601/4069	Promote children and young people's positive behaviour	3	15	3
M/601/4070	Promote equality, diversity and inclusion in work with children and young people	3	10	2
A/601/3326	Schools as organisations	3	15	3
A/601/4072	Support assessment for learning	3	20	4
D/601/1696	Support Children and Young People's Health and Safety.	3	15	2
F/601/4073	Support learning activities	3	20	4
L/601/1693	Understand Child and Young Person Development.	3	30	4
Y/601/1695	Understand How to Safeguard the Wellbeing of Children and Young People.	3	25	3

Optional Units

Unit ref.	Title	Level	GLH	Credit Value
A. Optional Units				
A/601/9420	Assist in the administration of medication	2	25	4
L/601/1337	Develop interviewing skills for work with children and young people	3	21	3
T/601/1381	Facilitate the learning and development of children and young people through mentoring	3	30	4
M/601/1377	Improving the attendance of children and young people in statutory education	3	40	5
Y/601/7416	Invigilate tests and examinations	3	19	3
A/601/8333	Lead an extra-curricular activity	3	16	3
Y/601/8338	Maintain learner records	3	12	3
D/601/8342	Monitor and maintain curriculum resources	3	14	3
H/601/8357	Organise travel for children and young people	3	12	2
D/601/7711	Plan and deliver learning activities under the direction of a teacher	3	21	4
Y/600/9669	Plan, allocate and monitor work of a team	3	25	5
F/600/9780	Promote the well being and resilience of children and young people	3	30	4
D/601/7725	Provide bilingual support for teaching and learning	3	32	6
A/601/1334	Provide information and advice to children and young people	3	22	3
T/600/9601	Provide leadership and direction for own area of responsibility	4	30	5
L/601/7722	Provide literacy and numeracy support	3	16	3
M/600/9600	Set objectives and provide support for team members	3	35	5
H/601/8360	Supervise children and young people on journeys, visits and activities outside of the setting	3	15	3
Y/601/7724	Support bilingual learners	3	23	4
D/601/8325	Support children and young people during transitions in their lives	3	18	4
D/600/9785	Support children and young people to achieve their education potential	3	30	4
M/600/9788	Support children and young people to make positive changes in their lives	3	27	4
Y/601/7707	Support children and young people with behaviour, emotional and social development needs	3	25	4
T/600/9789	Support children's speech, language and communication.	3	30	4
F/601/7720	Support delivery of the 14 19 curriculum	3	15	3

H/601/7726	Support disabled children and young people and those with special educational needs	3	24	5
R/601/7723	Support gifted and talented learners	3	21	4
F/601/8060	Support individuals to meet personal care needs	2	16	2
M/601/8121	Support learners with cognition and learning needs	3	21	4
K/601/8134	Support learners with communication and interaction needs	3	21	4
M/601/8135	Support learners with sensory and/or physical needs	3	21	4
M/600/9676	Support learning and development within own area of responsibility	4	25	5
M/601/7714	Support literacy development	3	18	3
A/601/7716	Support numeracy development	3	18	3
J/601/7718	Support teaching and learning in a curriculum area	3	12	3
F/502/5242	Support young people in relation to sexual health and risk of pregnancy	3	10	2
M/601/1329	Support young people to develop, implement and review a plan of action	3	25	3
R/502/5231	Support young people who are socially excluded or excluded from school	3	10	2
A/501/5163	Team working	3	23	3
A/602/1846	Work in partnership with parents to engage them with their children's learning and development in school	3	31	6
R/601/8368	Work with other practitioners to support children and young people	3	15	3

Barred Units

Barred Unit Combinations	
M/600/9600	T/600/9601

Duration

Guided Learning Hours

These hours are made up of all contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training. Guided Learning Hours for this qualification is 232.

Directed Study

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 208 hours over the cycle of the programme.

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.

Grading and Assessment

All units must be assessed in line with the assessment principles developed by the Training and Development Agency for Schools (TDA).

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 TQUKs qualifications. The policies and procedures will also support a recognised centres 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.

Qualification Delivery

Pre-Qualification 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 learners 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 centres 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 TQUKs 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.

Requirements

Trainer/Assessor

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:

- 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. 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.

Centre Devised Assessment

We will work with you to develop your CDA, but please be aware that in some cases this can take time and learners are not permitted to sit their assessments until this process has been completed. With this in mind we encourage centres to talk to us about their CDAs as early on in the process as possible.

Useful Resources

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/>

Education & Skills Funding Agency for public funding information for 14+ learners in England
<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

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.

