

Section 1:

Overview

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Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This Qualification Specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 3 Diploma in Specialist Support for Teaching and Learning in Schools.

The NCFE Level 3 Diploma in Specialist Support for Teaching and Learning in Schools is a competence-based qualification.

A competence-based qualification is based on National Occupational Standards and is a job-ready qualification which requires learners to demonstrate the skills and knowledge required to work in a specific industry. A competence-based qualification must be assessed in the workplace in accordance with the relevant assessment guidance. For further information on the assessment requirements see page 8.

All information contained in this specification is correct at the time of publishing.

Accreditation and funding

The NCFE Level 3 Diploma in Specialist Support for Teaching and Learning in Schools has been accredited by the qualifications regulators for England, Wales and Northern Ireland¹, and is part of the Qualifications and Credit Framework (QCF). Its Qualification Accreditation Number is 501/0813/X.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

¹The qualifications regulators ('regulators') are Ofqual in England, DFES in Wales and CCEA in Northern Ireland.

Geographical coverage

This qualification has been accredited for use in England, Wales and Northern Ireland. We're able to provide the Qualification Specification and assessment materials in the

Welsh and/or Irish language where requested and appropriate.

Achieving this competence-based qualification

This qualification is made up of:

11 Mandatory Units:

- [Understand child and young person development L/601/1693](#)
- [Understand how to safeguard the wellbeing of children and young people Y/601/1695](#)
- [Support children and young people's health and safety D/601/1696](#)
- [Engage in personal development in health, social care or children's and young people's settings A/601/1429](#)
- [Support learning activities F/601/4073](#)
- [Promote children and young people's positive behaviour A/601/4069](#)
- [Develop professional relationships with children, young people and adults H/601/4065](#)
- [Promote equality, diversity and inclusion in work with children and young people M/601/4070](#)
- [Support assessment for learning A/601/4072](#)
- [Communication and professional relationships with children, young people and adults F/601/3327](#)
- [Schools as organisations A/601/3326](#)

and 41 Optional Units split into the following groups

Supporting learning:

- [Support children's speech, language and communication T/600/9789](#)
- [Plan and deliver learning activities under the direction of a teacher D/601/7711](#)

- [SupportliteracydevelopmentM/601/7714](#)
- [SupportnumeracydevelopmentA/601/7716](#)
- [SupportteachingandlearninginacurriculumareaJ/601/7718](#)
- [Supportdeliveryofthe14-19curriculumF/601/7720](#)
- [ProvideliteracyandnumeracysupportL/601/7722](#)
- [SupportgiftedandtalentedlearnersR/601/7723](#)

English as an additional language:

Learners undertaking Unit Y/601/7224 must also achieve Unit D/601/7725.

Learners undertaking Unit D/601/7725 must also achieve Unit Y/601/7724.

- [SupportbilinguallearnersY/601/7724](#)
- [ProvidebilingualsupportforteachingandlearningD/601/7725](#)

Special educational needs:

Learners undertaking Units from this group must achieve Unit H/601/7726.

- [SupportindividualstomeetpersonalcareneedsF/601/8060](#)
- [Supportdisabledchildrenandyoungpeopleandthose with spcialeducationalneedsH/601/7726](#)
- [Supportchildrenandyoungpeoplewith behaviour, emotionalandsocialdevelopmentneedsY/601/7707](#)
- [Supportlearnerswith cognitionandlearningneedsM/601/8121](#)
- [Supportlearnerswith communicationandinteractionneedsK/601/8134](#)
- [Supportlearnerswith sensoryand/orphysicalneedsM/601/8135](#)

Providing pastoral support:

- [Developinterviewingskillsforworkwith childrenandyoung peopleL/601/1337](#)
- [Improvingtheattendanceofchildrenandyoungpeoplein statutoryeducationM/601/1377](#)
- [Facilitatethelearninganddevelopmentofchildrenand](#)

[young people through mentoring T/601/1381](#)

- [Support young people to develop, implement and review a plan of action M/601/1329](#)
- [Provide information and advice to children and young people A/601/1334](#)
- [Support children and young people to achieve their education potential D/600/9785](#)
- [Support children and young people to make positive changes in their lives M/600/9788](#)
- [Promote the well being and resilience of children and young people F/600/9780](#)
- [Support children and young people during transitions in their lives D/601/8325](#)
- [Support young people who are socially excluded or excluded from school R/502/5231](#)
- [Support young people in relation to sexual health and risk of pregnancy F/502/5242](#)

Supporting the wider work of the school:

- [Work in partnership with parents to engage them with their children's learning and development in school A/602/1846](#)
- [Assist in the administration of medication A/601/9420](#)
- [Lead an extra-curricular activity A/601/8333](#)
- [Maintain learner records Y/601/8338](#)
- [Monitor and maintain curriculum resources D/601/8342](#)
- [Organise travel for children and young people H/601/8357](#)
- [Supervise children and young people on journeys, visits and activities outside of the setting H/601/8360](#)
- [Invigilate tests and examinations Y/601/7416](#)

Working with colleagues:

- [Set objectives and provide support for team members M/600/9600 *](#)
- [Provide leadership and direction for own area of responsibility T/600/9601 *](#)
- [Plan, allocate and monitor work of a team Y/600/9669](#)

- [Support learning and development within own area of responsibility M/600/9676](#)
- [Work with other practitioners to support children and young people R/601/8368](#)
- [Team working A/501/5163 *](#)

BARRED UNITS

Only one unit from the following can be achieved:

- M/600/9600 or T/600/9601

To achieve the qualification, candidates must achieve a total of at least 44 credits.

32 credits must be achieved by completing the mandatory units and a further 12 credits must be achieved by completing any of the optional units.

To successfully complete a unit, each candidate has to provide evidence satisfying all the performance and knowledge standards in that unit.

The learning outcomes and assessment criteria are available by clicking on the unit titles above which are hyperlinked to the Register of Regulated Qualifications.

Who and what is it for?

This qualification is for those members of the school workforce who directly support teaching and learning of pupils in schools in an area that requires specialist knowledge and skills.

Placement / Work experience

This is a competence based qualification so there is a requirement for assessment in a real work environment. Learners must therefore have a placement (or employment) in a school environment.

Whilst the number of placement hours for this qualification isn't stipulated, centres do need to ensure that candidates complete sufficient hours to enable them to develop and evidence their skills.

Entry guidance

There aren't any specific recommended prior learning requirements for this qualification. However, learners might find it useful if they've already completed qualifications in a relevant area at Level 2.

This qualification is suitable for learners aged 16 and above.

Resource requirements

There are no specific physical resource requirements for this qualification.

Progression and development opportunities

This qualification allows progression to Higher Level Teaching Assistant (HLTA) status, to relevant Foundation Degrees and Degrees, and into the workforce.

Credit transfer

One of the benefits of the QCF is that learners can transfer credit from one qualification to another. Learners who've already achieved one or more of the units included in this qualification elsewhere can transfer the credit already achieved. Simply let us know which units are being achieved by credit transfer on the Certificate Claim Form.

Please see the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>) for information about the units in this qualification.

Accreditation and certification end dates

All qualifications on the QCF have accreditation and certification end dates to ensure that qualifications remain current and valid. The accreditation end date is the last date we can register learners on a qualification, and the certification end date is the last date that learners can be certificated.

Learners have up to 3 years after the accreditation end date, to complete this qualification and claim their certificate (unless the certification end date passes before the end of the 3 year period). For further information about accreditation and certification end dates please refer to the information about this qualification on our website (www.ncfe.org.uk) or

alternatively you can check the information on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

What happens at the end of an accreditation period?

We review qualifications that are near the end of their accreditation period, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'd apply to the regulators for an extension to the accreditation period. If an accreditation period is extended the certification period will also change.

We'll post information relating to changes or extensions to qualifications on our website (www.ncfe.org.uk) and centres approved to offer the qualification will be kept updated.

Assessment guidance

The occupational expertise, qualifications and experience required of Assessors and Internal Verifiers is set out in TDA's Assessment Guidance document which can be found on our website (www.ncfe.org.uk).

Mapping to National Occupational Standards

This Competence Based Qualification (CBQ) reflects the qualification structure for the Level 3 Diploma in Specialist Support for Teaching and Learning in Schools published by the Training and Development Agency for Schools (TDA). It uses the associated National Occupational Standards (NOS) units that belong to that structure, which are published by the TDA.

Further information on the NOS used in this qualification can be found on the TDA's website.

Documentation

The following documents are essential reading for any centre involved in the delivery, assessment and administration of this qualification:

- Assessment Guidance

Additional documents are available for those centres wishing to use them:

- Candidate Learning Log

