



Apprenticeship in supporting teaching and learning in schools	Framework Issue Number 3.4 (INTERIM)
Advanced Apprenticeship in supporting teaching and learning in schools	Framework Issue Number 3.4 (INTERIM)

Framework Code

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Summary of Changes to this Framework

Apprenticeship in supporting teaching and learning in schools

The following QCF qualifications have been added to the framework:

- Ascentis Level 2 Certificate in supporting teaching and learning in schools (501/1496/7)
- CACHE Level 2 Certificate in supporting teaching and learning in schools (501/0031/2)
- City & Guilds Level 2 Certificate in supporting teaching and learning in schools (501/1136/X)
- Edexcel Level 2 Certificate in supporting teaching and learning in schools (501/1036/6)
- NCFE Level 2 Certificate in supporting teaching and learning in schools (501/0418/4)
- OCR Level 2 Certificate in supporting teaching and learning in schools (501/0432/9)

The following technical certificates have been withdrawn from the framework:

- CACHE Level 2 Certificate in supporting teaching and learning in schools (500/5436/3)
- City & Guilds Level 2 Certificate in supporting teaching and learning in schools (500/6079/X)
- Edexcel Level 2 BTEC Certificate in supporting teaching and learning in schools (500/5114/3)
- OCR Level 2 Certificate in supporting teaching and learning in schools (500/4322/5)

The following NVQs have been withdrawn from the framework:

- CACHE Level 2 NVQ in supporting teaching and learning in schools (500/3528/9)
- City & Guilds Level 2 NVQ in supporting teaching and learning in schools (500/3653/1)
- Edexcel Level 2 NVQ in supporting teaching and learning in schools (500/3701/8)
- OCR Level 2 NVQ in supporting teaching and learning in schools (500/3136/3)

Advanced apprenticeship in supporting teaching and learning in schools

The following QCF qualifications have been added to the framework:

- Ascentis Level 3 Diploma in specialist support for teaching and learning in schools (501/1719/1)
- CACHE Level 3 Diploma in specialist support for teaching and learning in schools (501/0476/7)
- City & Guilds Level 3 Diploma in specialist support for teaching and learning in schools (501/1394/X)
- Edexcel Level 3 Diploma in specialist support for teaching and learning in schools (501/1208/9)
- NCFE Level 3 Diploma in specialist support for teaching and learning in schools (501/0813/X)
- OCR Level 3 Diploma in specialist support for teaching and learning in schools (501/0857/8)

The following technical certificates have been withdrawn from the framework:

- CACHE Level 3 Certificate in supporting teaching and learning in schools (500/5435/1)
- City & Guilds Level 3 Certificate in supporting teaching and learning in schools (500/6082/X)
- Edexcel Level 3 BTEC Certificate in supporting teaching and learning in schools (500/5179/9)
- NCFE Level 3 Certificate in supporting teaching and learning in schools (500/5034/5)
- OCR Level 3 Certificate in supporting teaching and learning in schools (500/4323/7)

The following NVQs have been withdrawn from the framework:

- CACHE Level 3 NVQ in supporting teaching and learning in schools (500/3578/2)
- City & Guilds Level 3 NVQ in supporting teaching and learning in schools (500/3676/2)
- Edexcel Level 3 NVQ in supporting teaching and learning in schools (500/3702/X)
- OCR Level 3 NVQ in supporting teaching and learning in schools (500/3137/5)

1. Contact Details of the Industry or Sector

Title, level and coverage of apprenticeship	Apprenticeship in supporting teaching and learning in schools Advanced apprenticeship in supporting teaching and learning in schools
Name of Sector Skills Council/Standard Setting Body	Training and Development Agency for Schools
Contact name	Sue Porter Apprenticeship Manager
Address	Training and Development Agency for Schools Piccadilly Gate Store Street Manchester M1 2WD
Telephone number	0300 065 6532
Fax number	0300 065 6973
Email address	standardsandqualifications@tda.gov.uk
Date sent to AAG	
Date of Implementation	

1.1 Responsibility for the Framework

Responsibility for the framework in England lies with the Training and Development Agency for Schools as the Sector Body for the schools workforce in England.

2. Summary of mandatory outcomes

2.1 Summary of the Mandatory Outcomes for the Apprenticeship in supporting teaching and learning in schools

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Apprenticeship in supporting teaching and learning in schools	Level																
<p style="text-align: center;">Combined competence and knowledge based element</p> <p>One of the following:</p> <ul style="list-style-type: none"> • Ascentis Level 2 Certificate in supporting teaching and learning in schools • CACHE Level 2 Certificate in supporting teaching and learning in schools • City & Guilds Level 2 Certificate in supporting teaching and learning in schools • Edexcel Level 2 Certificate in supporting teaching and learning in schools • NCFE Level 2 Certificate in supporting teaching and learning in schools • OCR Level 2 Certificate in supporting teaching and learning in schools 	2																
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Key Skills	or	Functional Skills															
Application of Number		Mathematics	1														
Communication		English	2														
ICT		ICT	1														
Additional Employer Requirements																	
None																	
<p style="text-align: center;">Employment rights and responsibilities (ERR)</p> <p>As specified in the guidelines for employment rights and responsibilities developed by TDA. The guidelines include a completion form which must be signed by the apprentice, employer and provider as evidence that the ERR component has been successfully completed.</p>																	

2.2 Summary of the Mandatory Outcomes for the Advanced Apprenticeship in supporting teaching and learning in schools

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Advanced Apprenticeship in supporting teaching and learning in schools	Level																
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Key Skills	or	Functional Skills															
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3. Overview of the Framework

3.1 Rationale for Framework

The Training and Development Agency for Schools (TDA) remit covers England only and therefore this framework is for England only. A framework for Wales will be developed in partnership with the Welsh Assembly Government (WAG) as soon as is possible.

Background

This framework began as the teaching assistant apprenticeship framework for England and Wales which was approved on 18 May 2004. The framework was revised to incorporate the NVQs in supporting teaching and learning in schools which were accredited to the National Qualifications Framework (NQF) in January/February 2008.

This framework has now been revised to include functional skills and the new Qualifications and Credit Framework (QCF) qualifications. The QCF qualifications replace the NVQs which were accredited to the NQF.

The national occupational standards (NOS) and QCF qualifications for supporting teaching and learning in schools apply to anyone who provides direct support for teaching and learning in any type of school – primary (including foundation stage/phase), secondary or special, or pupil referral units. They were developed to reflect changes in support staff roles following workforce reform.

Responsibility for the framework in England lies with the TDA. The TDA is also responsible for the professional standards for Higher Level Teaching Assistants (HLTA) and for classroom teachers both of which are consistent with and provide progression from the national occupational standards and QCF qualifications for supporting teaching and learning in schools.

Workforce numbers

The number of support staff (full-time equivalent) has risen steadily each year since 1997; from 133.5 thousand to 338 thousand in 2009 (table 1).

The number of teachers (full-time equivalent) in local authority maintained schools, City Technology Colleges (CTCs) and Academies has also risen from 1997 to 2009 (400.3 to 441.3 thousands). However the growth rate for teachers is less than that of support staff (table 2).

The number of support staff as a percentage of the workforce has risen quickly from 25% in 1997 to 43.37% in 2009.

Table 1: Full-time equivalent support staff in local authority maintained schools and pupil referral units (1997 to 2009).

	(Thousands)									
	1997	2001	2002	2003	2004	2005	2006	2007	2008	2009(p)
Teaching assistants	60.6	95.0	105.4	121.2	132.1	147.0	153.1	163.0	175.7	181.1
Administrative staff	38.9	46.0	49.5	50.3	54.2	58.7	62.5	66.0	68.5	70.8
Technicians *	12.7	15.0	16.5	17.9	19.6	21.6	23.0	23.6	24.1	24.2
Other Support Staff	21.3	29.8	42.1	33.8	34.8	37.5	48.9	53.1	54.2	61.8
TOTAL SUPPORT STAFF	133.5	185.8	213.4	223.2	240.7	264.8	287.5	305.6	322.4	338.0

(p) Provisional

Source: School Census

* Includes laboratory assistants, design technology assistants, home economics and craft technicians and IT technicians. Excludes technicians in nursery schools and pupil referral units.

Table 2: Full time equivalent number of teachers and support staff in local authority maintained schools, City Technology Colleges (CTCs) and Academies. (1997 to 2009).

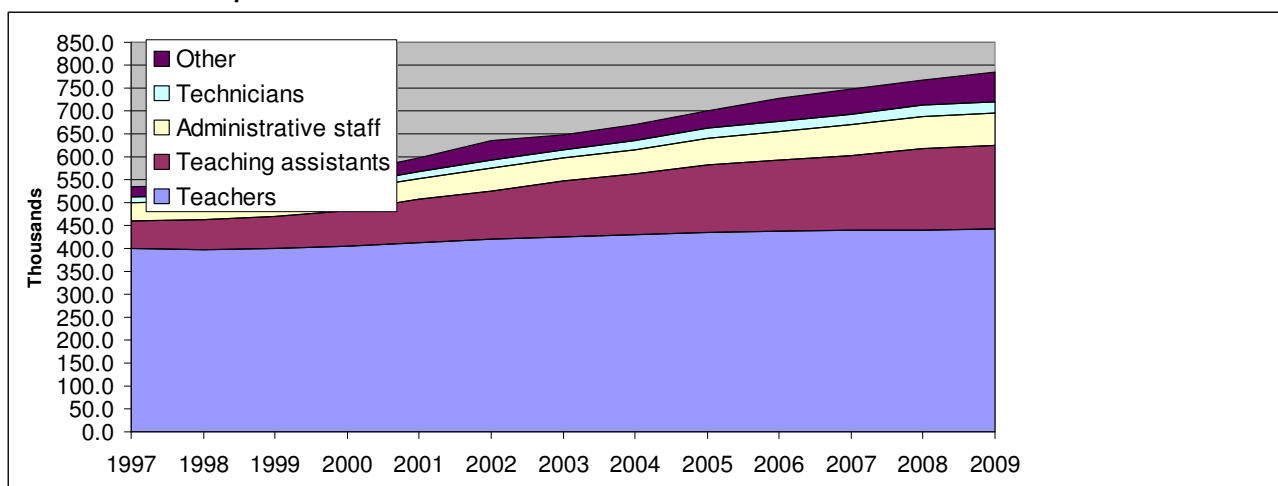
	(Thousands)									
	1997	2001	2002	2003	2004	2005	2006	2007	2008	2009(p)
Teachers	400.3	411.3	420.8	425.0	429.6	434.2	438.4	439.3	441.2	441.3
Support staff	133.5	185.8	213.4	223.2	240.7	264.8	287.5	305.6	322.4	338.0
Total	533.8	597.1	634.2	648.2	670.3	699	725.9	744.9	763.6	779.3
Support staff as percentage of total	25%	33.12%	33.65%	34.43%	35.91%	37.88%	39.61%	41.02%	42.22%	43.37%

(p) Provisional

Source: School Census

FTE Maintained and Academy school workforce* in England, 1997 to 2009

* Does not include premises staff or cooks



The need for apprenticeships in supporting teaching and learning

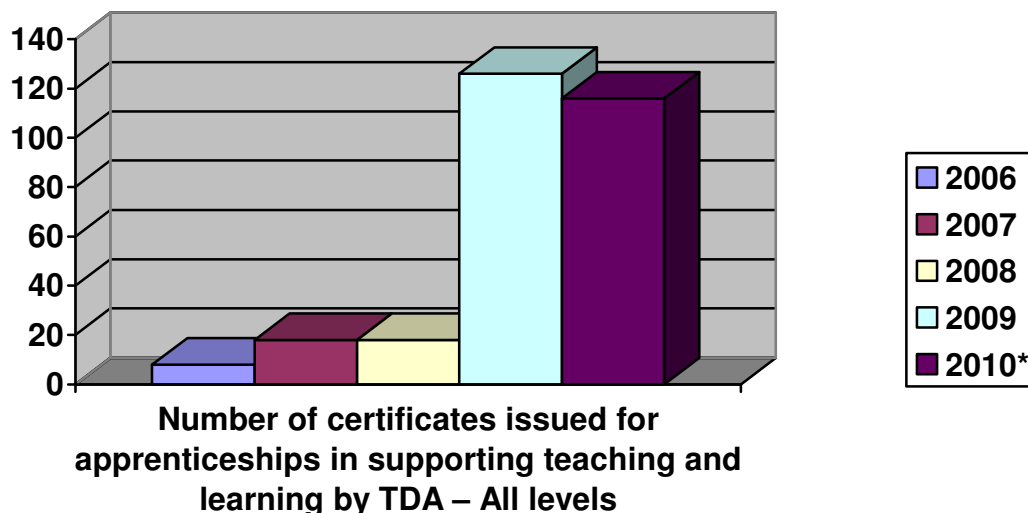
Learning support staff numbers have been rising steadily and indications are that they will continue to do so in the future. Increasing workforce numbers together with the age profile of the current workforce means there will be an ongoing demand for learning support staff in schools. Apprenticeships present an ideal opportunity to attract potential recruits into the school workforce and will help schools in succession planning. These apprenticeships are becoming increasingly popular.

Take-up of the supporting teaching and learning apprenticeship

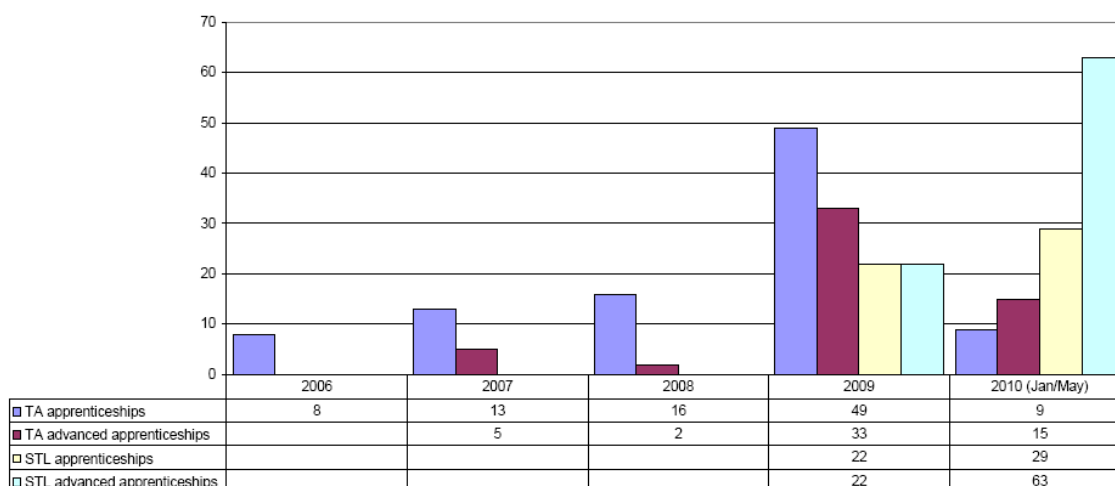
The number of Supporting Teaching and Learning Apprenticeships (previously titled Teaching Assistant Apprenticeships) completed and certificated by TDA has increased from 2006 to date.

Year	Number of certificates issued for apprenticeships in supporting teaching and learning by TDA – All levels
2006	8
2007	18
2008	18
2009	126
2010*	116

*Period of 5 months only (January to May 2010)



TA/STL apprenticeship certificates



Projected take-up

Based on experience, the anticipated take-up of apprenticeships in supporting teaching and learning in schools is likely to be around 400 candidates per year. Numbers are likely to increase.

Providers

There are 79 providers registered with the SFA to deliver the supporting teaching and learning in schools apprenticeships/advanced apprenticeship in England.

Consultation on framework development

This is an interim framework developed to replace NQF qualifications with the new QCF versions. This is to ensure continuation of opportunity. Consultation will be undertaken to revise the framework and make it compliant to the Specification of Apprenticeship Standards for England (SASE) by April 2011. The interim framework also includes functional skills.

A framework compliant with the Specification for Apprenticeship Standards for Wales (SASW) will be developed in partnership with the Welsh Assembly Government.

Job roles

The national occupational standards for supporting teaching and learning in schools on which these frameworks are based were developed to cover the full range of roles and responsibilities learning support staff may perform.

The level 2 apprenticeship for supporting teaching and learning in schools is designed to be applicable to learning support staff whose responsibilities at work are limited in scope. They will be working under close supervision of the class teacher whose lesson planning and day-to-day direction set the framework within which the individual works.

The level 3 advanced apprenticeship is designed to be applicable to learning support staff with a working role which requires competence across a varied range of responsibilities. They will be working under the direction of the 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.

Occupational roles covered by the revised apprenticeship framework may include:

Level 2

- teaching assistant
- classroom assistant
- learning support assistant
- special needs assistant
- additional needs assistant
- pastoral/welfare support assistant
- bilingual support assistant
- foundation stage assistant

Level 3

- teaching assistant
- learning support assistant
- special needs assistant
- additional needs assistant
- behaviour support assistant/coordinator
- pastoral/welfare support assistant
- bilingual support assistant
- foundation stage assistant
- cover supervisor
- learning guide
- learning coach
- induction mentor
- team leader

Career pathways, guidance and framework promotion

There is now a clear career progression route from learning support roles in England to Higher Level Teaching Assistant (HLTA) status and foundation degrees. Those able to meet the initial teacher training (ITT) entry requirements can go on to achieve qualified teacher status (QTS). There are also opportunities to take on new roles such as cover supervision and examination invigilation. Career progression opportunities to and from other support roles in schools such as midday supervision, technician or learning mentor are also more readily available, as well as progression or transfer opportunities to work in other areas of the wider children's workforce.

Foundation degrees are available in a wide range of subjects, and some may provide a suitable basis for the Registered Teacher Programme (RTP) that allows suitably employed candidates to complete their degree and qualify as a teacher at the same time. A number of foundation degrees are designed specifically for those supporting teaching and learning in schools. The TDA worked with stakeholders to develop a guidance document, called a 'foundation degree framework', to help higher education institutions to provide foundation degrees that meet the emerging needs of the school workforce.

The TDA has developed a career development framework for school support staff. The framework has been created to help school leaders and support staff identify appropriate training and development. By showing progression opportunities within and across different roles, the framework helps staff consider potential career pathways. Apprenticeships are key components of the career development framework.

The TDA has also developed a comprehensive online guide to using national occupational standards. This explains how the national occupational standards for supporting teaching and learning in schools can be used for different occupational roles and to support career progression both within schools and across the wider children's workforce.

Everyone working directly with children and young people will have some shared skills and expertise. The national occupational standards (NOS) and new QCF qualifications recognise these by having common expectations for carrying out similar roles in different situations. Transfer and progression across the wider children's workforce is facilitated by common units of competence with QCF qualifications in Children's care, learning and development, learning, development and support services, playwork, youth work, health and social care and others.

TDA will continue to promote apprenticeships through the career development framework and online guidance. Guidance to support the TDA introductory training materials for teaching assistants and other support staff includes opportunities for strengthening and promoting the links between the materials and the apprenticeship framework. Links to the National Apprenticeship Service are also available from the TDA website. The apprenticeship framework is consistent with and supported by the *Sector qualification strategy for school support staff*.

4. Content of Framework

The apprenticeship and advanced apprenticeship in supporting teaching and learning in schools are based on the Qualification and Credit Framework (QCF) vocational qualifications developed specifically to reflect the role of learning support staff in schools.

Apprenticeship in supporting teaching and learning in schools

4.1 Competence and Knowledge Based Element

The Level 2 Certificate in supporting teaching and learning in schools is designed to be applicable to learning support staff whose responsibilities at work are limited in scope. They will be working under close supervision of the class teacher whose lesson planning and day-to-day direction set the framework within which the individual works.

The knowledge requirements of the framework are met by the components of the knowledge based Level 2 Award in support work in schools (12 QCF credits).

Level 2 Award in support work in schools

	Unit title	Level	WBA reference	GLH	Credit value
Mandatory Group	Child and young person development	2	H/601/3305	15	2
	Safeguarding the welfare of children and young people	2	K/601/3323	20	3
	Communication and professional relationships with children, young people and adults	2	F/601/3313	15	2
	Equality, diversity and inclusion in work with children and young people	2	D/601/3321	15	2
Total credits required from mandatory group					9
Option Group A	Schools as organisations	2	T/601/3325	20	3
	Schools as organisations	3	A/601/3326	15	3
Total (minimum) credits required from option group A					3
Total	Total (minimum) credits required for qualification				12

The Level 2 Award in support work in schools is embedded within the Level 2 Certificate in supporting teaching and learning in schools (an additional 18 QCF credits) which provides the competence based elements of the framework.

Level 2 Certificate in supporting teaching and learning in schools

	Unit title	Level	WBA reference	GLH	Credit value
Mandatory Group	Child and young person development	2	H/601/3305	15	2
	Safeguarding the welfare of children and young people	2	K/601/3323	20	3
	Communication and professional relationships with children, young people and adults	2	F/601/3313	15	2
	Equality, diversity and inclusion in work with children and young people	2	D/601/3321	15	2
	Help improve own and team practice in schools	2	T/601/7391	15	3
	Maintain and support relationships with children and young people	2	D/601/7403	15	3
	Support children and young people's health and safety	2	T/601/7410	15	3
	Support children and young people's positive behaviour	2	T/601/7407	15	2
	Support learning activities	2	A/601/7411	25	4
Total credits required from mandatory group					24
Option Group A	Schools as organisations	2	T/601/3325	20	3
	Schools as organisations	3	A/601/3326	15	3
Total (minimum) credits required from option group A					3
Option Group B	Contribute to supporting bilingual learners	2	L/601/7414	12	2
	Invigilate tests and examinations	3	Y/601/7416	19	3
	Prepare and maintain learning environments	2	D/601/7417	18	3
	Provide displays in schools	2	K/601/6500	15	3
	Support assessment for learning	3	A/601/4072	20	4
	Support children and young people at meal or snack times	2	A/601/6517	18	3
	Support children and young people with disabilities and special educational needs	2	D/601/6526	26	4
	Support children and young people's play and leisure	2	T/601/6564	16	3
	Support children and young people's travel outside of the setting	2	Y/601/6573	22	3
	Support extra-curricular activities	2	M/601/6577	15	3
	Support the use of information and communication technology for teaching and learning	2	A/601/6579	12	2
	Move and position individuals in accordance with their plan of care	2	J/601/8027	26	4
	Provide support for therapy sessions	2	D/601/9023	14	2
Total (minimum) credits required from option B					3
Total	Total (minimum) credits required for qualification				30

4.2 Key Skills or Functional Skills in England

Candidates on the apprenticeship in supporting teaching and learning in schools are required to achieve the following key skills, each of which must be separately certificated:

Communication	Level 2
Application of Number	Level 1
Information and Communication Technology	Level 1

OR

Learners registered with centres approved to offer functional skills are able to complete functional skills instead of key skills:

Award in Functional Skills English	Level 2 (5 QCF credits)
Award in Functional Skills Mathematics	Level 1 (5 QCF credits)
Award in Functional Skills ICT	Level 1 (5 QCF credits)

The inclusion of Communication/English at level 2 reflects the importance of supporting pupils' literacy development as well as supporting candidates' personal and professional development. Local authorities, schools and parents need to be confident that learning support staff have this level of skill in Communication/English in order to contribute to raising standards in schools.

Proxy qualifications can be used to claim exemption from all or part of the **key skills** requirements for up to three years from the date of the award of the specific accredited proxy qualifications. Proxy qualifications, as listed on the QCDA website, (www.qcda.gov.uk/resources/6216.aspx) are only available for key skills, at the time of registration onto an apprenticeship programme.

Apprentices who have achieved a grade A*-C GCSE in English and/or mathematics need not be asked to attempt levels 1 or 2 key skill qualifications in communication and/or application of number as relevant. This also applies to those who have achieved GCE A/AS level at grade A-E in English Language, English Literature, or English Language and Literature and also GCE A/AS level at grade A-E in Mathematics, Pure Mathematics or Further Mathematics for the communication and application of number qualifications respectively.

Achievement of the GCSE or A/AS level must be no longer than five years before the date of registration on the apprenticeship framework. For framework completion purposes, those achieving an A*-C GCSE or A/AS level in English or mathematics in the summer are deemed to have been certified on the 31 August, while the date for those achieving during the winter months is deemed to be 31 March.

There are no proxy qualifications available for functional skills; however the following relaxation rules apply.

Learners who are aged 16 or over by August 31 2012 and starting an apprenticeship before September 2016 will not be required to pass the relevant functional skills qualification to gain the framework if they have achieved any of these:

- key skills communication at the equivalent level or GCSE English (grades A*–C) or A level or AS level English language, English literature, or English language and literature (grades A–E)
- key skills application of number at the equivalent level or GCSE mathematics (grades A*–C) or A level or AS level mathematics, pure mathematics or further mathematics (grades A–E)
- key skills ICT at the equivalent level or GCSE ICT (grades A*–C) or A level or AS level ICT.

4.3 Additional Employer Requirements

There are no additional employer requirements for this framework.

4.4 Employment Rights and Responsibilities

Employment rights and responsibilities include:

- the rights and responsibilities of workers (including equal opportunities legislation)
- the organisation, disciplines and representative structures of the sector
- the impact on the sector of public law and policies

Some aspects of Employment Rights and Responsibilities (ERR) may be covered by, and evidenced through, the schools as organisations QCF units:

- TDA 2.5 Schools as organisations T/601/3325
- TDA 3.2 Schools as organisations A/601/3326

The schools as organisations units are included in the Level 2 Certificate in supporting teaching and learning in schools and the Level 3 Diploma in specialist support for teaching and learning in schools.

Aspects not covered in this way must be specifically addressed through a programme to be delivered by the employer and/or training provider. Evidence of the ERR outcomes will be internally verified by the provider and signed off by the candidate, provider and employer using the completion form included in the ERR guidance developed by TDA.

Some aspects of the ERR requirements should be completed within three months of starting the apprenticeship to ensure that apprentices are safe to take on the appropriate level of responsibility for the pupils they support. These include, as a minimum, safeguarding/child protection, health and safety, data protection and confidentiality. Apprenticeship programmes, therefore, should be carefully planned to ensure coverage of these areas within the first few months.

Advanced apprenticeship in supporting teaching and learning in schools

4.5 Competence and Knowledge Based Element

The Level 3 Diploma is suitable for those whose working role calls for competence across a varied range of responsibilities. They will be working under the direction of the teacher who has overall responsibility for teaching and learning in the classroom but may have additional responsibilities such as curriculum resources, cover supervision, extra-curricular activities or supporting pupils with additional needs.

The knowledge requirements of the framework are met by the components of the knowledge based Level 3 Award in supporting teaching and learning in schools (12 QCF credits)

Level 3 Award in supporting teaching and learning in schools

	Unit title	Level	WBA reference	GLH	Credit value
Mandatory Group	Communication and professional relationships with children, young people and adults	3	F/601/3327	10	2
	Schools as organisations	3	A/601/3326	15	3
	Understand child and young person development	3	L/601/1693	30	4
	Understand how to safeguard the wellbeing of children and young people	3	Y/601/1695	25	3
Total credits required from mandatory group					12
Total	Total (minimum) credits required for qualification				12

The Level 3 Award in supporting teaching and learning in schools is embedded within the Level 3 Diploma in specialist support for teaching and learning in schools (an additional 32 QCF credits) which provides the competence based elements of the framework.

Level 3 Diploma in specialist support for teaching and learning in schools

	Unit title	Level	WBA reference	GLH	Credit
Mandatory Group	Communication and professional relationships with children, young people and adults	3	F/601/3327	10	2
	Schools as organisations	3	A/601/3326	15	3
	Support learning activities	3	F/601/4073	20	4
	Promote children and young people's positive behaviour	3	A/601/4069	15	3
	Develop professional relationships with children, young people and adults	3	H/601/4065	10	2
	Promote equality, diversity and inclusion in work with children and young people	3	M/601/4070	10	2
	Support assessment for learning	3	A/601/4072	20	4
	Engage in personal development in health, social care or children's and young people's settings	3	A/601/1429	10	3
	Support children and young people's health and safety	3	D/601/1696	15	2
	Understand child and young person development	3	L/601/1693	30	4
	Understand how to safeguard the wellbeing of children and young people	3	Y/601/1695	25	3
Total credits required from mandatory units					32
Option Group A	Plan and deliver learning activities under the direction of a teacher	3	D/601/7711	21	4
	Support literacy development	3	M/601/7714	18	3
	Support numeracy development	3	A/601/7716	18	3
	Support teaching and learning in a curriculum area	3	J/601/7718	12	3
	Support delivery of the 14 – 19 curriculum	3	F/601/7720	15	3
	Provide literacy and numeracy support	3	L/601/7722	16	3
	Support gifted and talented learners	3	R/601/7723	21	4
	Support children's speech, language and communication	3	T/600/9789	30	4
Option Group B	Support bilingual learners	3	Y/601/7724	23	4
	Provide bilingual support for teaching and learning	3	D/601/7725	32	6
Option Group C	Support disabled children and young people and those with special educational needs	3	H/601/7726	24	5
	Support children and young people with behaviour, emotional and social development needs	3	Y/601/7707	25	4
	Support learners with cognition and learning needs	3	M/601/8121	21	4
	Support learners with communication and interaction needs	3	K/601/8134	21	4
	Support learners with sensory and/or physical needs	3	M/601/8135	21	4
	Support individuals to meet personal care needs	2	F/601/8060	16	2

Option Group D	Support children and young people during transitions in their lives	3	D/601/8325	18	4
	Develop interviewing skills for work with children and young people	3	L/601/1337	21	3
	Facilitate the learning and development of children and young people through mentoring	3	T/601/1381	30	4
	Improving the attendance of children and young people in statutory education	3	M/601/1377	40	5
	Promote the well being and resilience of children and young people	3	F/600/9780	30	4
	Provide information and advice to young people	3	A/601/1334	22	3
	Support children and young people to achieve their education potential	3	D/600/9785	30	4
	Support children and young people to make positive changes in their lives	3	M/600/9788	27	4
	Support young people in relation to sexual health and risk of pregnancy	3	F/502/5242	10	2
	Support young people to develop, implement and review a plan of action	3	M/601/1329	25	3
	Support young people who are socially excluded or excluded from school	3	R/502/5231	10	2
Option Group E	Assist in the administration of medication	2	A/601/9420	25	4
	Invigilate tests and examinations	3	Y/601/7416	19	3
	Lead an extra-curricular activity	3	A/601/8333	16	3
	Maintain learner records	3	Y/601/8338	12	3
	Monitor and maintain curriculum resources	3	D/601/8342	14	3
	Organise travel for children and young people	3	H/601/8357	12	2
	Supervise children and young people on journeys, visits and activities outside of the setting	3	H/601/8360	15	3
	Work in partnership with parents to engage them with their children's learning and development in school	3	A/602/1846	31	6
Option Group F	Work with other practitioners to support children and young people	3	R/601/8368	15	3
	Plan, allocate and monitor work of a team	3	Y/600/9669	25	5
	Provide leadership and direction for own area of responsibility	4	T/600/9601	30	5
	Set objectives and provide support for team members	3	M/600/9600	35	5
	Support learning and development within own area of responsibility	4	M/600/9676	25	5
Team working	3	A/501/5163	30	3	
Total (minimum) credits required from optional units					12
Total	Total (minimum) credits required for qualification				44

4.6 Key Skills or Functional Skills in England

Candidates undertaking the **advanced apprenticeship** in supporting teaching and learning in schools are required to achieve the following key skills, each of which needs to be separately certificated:

Communication	Level 2
Application of Number	Level 2
Information and Communication Technology	Level 2

OR

Learners registered with centres approved to offer functional skills are able to complete functional skills instead of key skills:

Award in Functional Skills English	Level 2 (5 QCF credits)
Award in Functional Skills Mathematics	Level 2 (5 QCF credits)
Award in Functional Skills ICT	Level 2 (5 QCF credits)

Proxy qualifications can be used to claim exemption from all or part of the **key skills** requirements for up to three years from the date of the award of the specific accredited proxy qualifications. Proxy qualifications, as listed on the QCDA website, (www.qcda.gov.uk/resources/6216.aspx) are only available for key skills, at the time of registration onto an apprenticeship programme.

Apprentices who have achieved a grade A*-C GCSE in English and/or mathematics need not be asked to attempt levels 1 or 2 key skill qualifications in communication and/or application of number as relevant. This also applies to those who have achieved GCE A/AS level at grade A-E in English Language, English Literature, or English Language and Literature and also GCE A/AS level at grade A-E in Mathematics, Pure Mathematics or Further Mathematics for the communication and application of number qualifications respectively.

Achievement of the GCSE or A/AS level must be no longer than five years before the date of registration on the apprenticeship framework. For framework completion purposes, those achieving an A*-C GCSE or A/AS level in English or mathematics in the summer are deemed to have been certified on the 31 August, while the date for those achieving during the winter months is deemed to be 31 March.

There are no proxy qualifications available for functional skills; however the following relaxation rules apply.

Learners who are aged 16 or over by August 31 2012 and starting an apprenticeship before September 2016 will not be required to pass the relevant functional skills qualification to gain the framework if they have achieved any of these:

- key skills communication at the equivalent level or GCSE English (grades A*–C) or A level or AS level English language, English literature, or English language and literature (grades A–E)

- key skills application of number at the equivalent level or GCSE mathematics (grades A*–C) or A level or AS level mathematics, pure mathematics or further mathematics (grades A–E)
- key skills ICT at the equivalent level or GCSE ICT (grades A*–C) or A level or AS level ICT.

4.7 Additional employer requirements

There are no additional employer requirements for this framework.

4.8 Employment rights and responsibilities

Employment rights and responsibilities include:

- the rights and responsibilities of workers (including equal opportunities legislation)
- the organisation, disciplines and representative structures of the sector
- the impact on the sector of public law and policies

Some aspects of Employment Rights and Responsibilities (ERR) may be covered by, and evidenced through, the schools as organisations QCF units:

- TDA 2.5 Schools as organisations T/601/3325
- TDA 3.2 Schools as organisations A/601/3326

The schools as organisations units are included in the Level 2 Certificate in supporting teaching and learning in schools and the Level 3 Diploma in specialist support for teaching and learning in schools.

Aspects not covered in this way must be specifically addressed through a programme to be delivered by the employer and/or training provider. Evidence of the ERR outcomes will be internally verified by the provider and signed off by the candidate, provider and employer using the completion form included in the ERR guidance developed by TDA.

Some aspects of the ERR requirements should be completed within three months of starting the apprenticeship to ensure that apprentices are safe to take on the appropriate level of responsibility for the pupils they support. These include, as a minimum, safeguarding/child protection, health and safety, data protection and confidentiality. Apprenticeship programmes, therefore, should be carefully planned to ensure coverage of these areas within the first few months.

5. Implementation of Framework

5.1 Employed Status

It is expected that all apprentices will have employed status.

In certain circumstances it may not be possible for apprenticeship candidates to have employed status from the start of their programme. However there should be a commitment to or high probability of securing employed status during or on completion of the programme.

Exceptions to employed status for apprentices may occur where:

- the apprenticeship is programme-led
- local schools are unwilling to employ someone without the basic skills and knowledge needed for supporting teaching and learning
- a school is unable to take on additional staff in the short term
- the individual is a voluntary helper in schools and, as part of this role, has opportunity to cover the level and range of activities they will need to achieve the mandatory outcomes of the apprenticeship.

Where the apprentice is not employed, there must be a clear link with an employer who can provide the on-the-job learning and assessment.

Advanced apprentices may follow a programme-led route where employed status is not required for the knowledge based component of the framework. However it is a requirement that advanced apprentices should have employed status for the competence based element of the framework. It is highly unlikely that any individual would have relevant work experience across the necessary range of responsibilities for the level 3 Diploma without employed status within the school.

5.2 Entry Requirements

The recruitment and selection of apprentices is primarily the responsibility of the employer. However, the following examples of relevant skills and attributes are offered as guidance to inform the recruitment and selection process:

Relevant skills and attributes include:

- an interest in, and commitment to, working with children and/or young people
- ideally have some experience of working with children and young people
- ability to relate well to children, young people and adults
- motivated to succeed within the job
- willing to reflect on their own practice, learn and apply that learning in the workplace
- able to demonstrate that they have the potential to complete the qualifications which are part of the apprenticeship

- willing to work as a member of a team and communicate effectively with a range of people
- numerate and literate (preferably with GCSE grade C or equivalent in English and Mathematics)
- willing to undergo a compulsory Criminal Records Bureau (CRB) check for suitability for working with children and young people.

5.3 Minimum Duration of Training

Apprenticeships are not time serving and do not have a fixed duration. The apprenticeship will be completed when all of the mandatory outcomes are achieved. The length of time required will depend on the previous experience and prior qualifications of the apprentice as well as the opportunities for on and off-the-job learning and assessment.

With appropriate support and opportunities for learning and assessment, most candidates should be able to complete an apprenticeship in 12-15 months. The advanced apprenticeship would take a minimum of 24 months to complete unless individual circumstances such as significant prior learning or achievement makes the minimum length of stay inappropriate. However these timescales are indicative only, as the pace of the apprentice's progress will depend on a combination of internal and external factors, personal ability and motivation.

5.4 Health and Safety

Health, safety and security issues are a formal part of the induction of all apprentices and are a key element of the Employment Rights and Responsibilities component of this framework.

All partners involved in the implementation of apprenticeships must adhere to their statutory responsibilities for health and safety as follows:

- a safe working environment for apprentices must be provided whilst they are at work or in training
- appropriate training on health and safety in the workplace must be given to each apprentice
- awareness of, and compliance with, legislation relating to the Health & Safety at Work Act 1974, the Working Time Regulations 1998 and any other relevant legislation must be demonstrated
- local authority procedures for Criminal Records Bureau checks for those working with children and young people must be complied with
- the apprentice must be aware of and comply with their statutory responsibility for health and safety at work. This relates to their own safety and to the safety of others in the work place. They must also be aware of, and comply with, any additional health and safety procedures laid down by their employer/provider

Safeguarding/child protection is a critical aspect of all job roles involving contact with children and young people. All apprentices must receive adequate and appropriate training in safeguarding children and young people including knowing how to recognise

and respond to actual and potential incidents of child abuse. Due regard must be given to the latest guidance and legislation on safeguarding children and young people. Employers must be closely involved in the planning and delivery of training related to safeguarding/child protection to ensure that apprentices understand and comply with local policies and procedures. In most situations the employer will be responsible for arranging training in safeguarding/child protection procedures as part of their safeguarding/child protection policy.

5.5 Equality and Inclusion

Those employed to support teaching and learning in schools are predominantly white, female and in the 30+ age range. Implementation of the apprenticeship framework should actively work to address the diversity issues.

All employers and providers must comply with equal opportunities legislation, regulations and codes of practice. This is particularly important in relation to the custom and practice of recruiting parent helpers in schools to learning support posts. Recruitment and selection procedures should provide equality of opportunity for all those meeting the selection criteria, including men, people with disabilities, people from minority ethnic groups and young people. Pupils, as well as staff, in schools will benefit from working with a range of adults with different interests and attributes, including gender, age, ethnic origin, cultural, social and family backgrounds and abilities.

Whilst equal opportunities has been identified here under a separate heading, the principles relate to all those systems and procedures which have the potential to discriminate against apprentices at any point during the programme – from recruitment and selection and induction, through to successful completion.

Employers and providers must be able to demonstrate that there are no overt or covert discriminatory practices in selection and employment. All promotional, selection and training activities must comply with relevant legislation, such as:

- the Sex Discrimination Act, 1975 and Code of Practice
- the Race Relations Act, 1976 and Code of Practice
- the Disability Discrimination Act, 1995 and Code of Practice
- the Employment Equality (Age) Regulations 2006

Apprentices should also know and understand equal opportunities policies and procedures as part of the Employment Rights and Responsibilities component of this framework. Knowledge of equality of opportunity and inclusion in relation to pupils' access to learning are also key aspects of the QCF qualifications.

Providers will monitor equality of opportunity practice and procedures within their own organisation and take positive action when necessary. It is also recommended that employers/providers conduct an exit interview if the apprentice leaves the programme before completion.

The National Apprenticeship Service (NAS) and the Skills Funding Agency (SFA) have overall responsibility to monitor practice to ensure that providers meet the criteria specified

in their quality management systems. This includes monitoring the representation of apprentices in terms of gender, ethnicity and disability to ensure that it reflects, as far as possible, the levels of representation within the local community.

The TDA will be looking for evidence of positive efforts to attract candidates from groups that are currently under-represented in the school support staff workforce, including men, those from minority ethnic groups, people with disabilities, and younger people.

5.6 Transfer Arrangements from Previous Framework

The mandatory outcomes of this interim apprenticeship framework will apply to all apprentices starting the apprenticeship or advanced apprenticeship from September 2010.

The decision to keep apprentices on the previous framework or transfer them to the interim apprenticeship framework in supporting teaching and learning in schools will depend on:

- the time already spent on the framework
- any achievements
- the best interests of the apprentice and/or the school.

Accreditation of prior learning must be taken into account where apprentices transfer from the previous to the interim framework.

5.7 Monitoring Arrangements for the Framework

TDA will continue to monitor the framework through:

- analysis of statistical data provided by SFA and NAS
- analysis of statistical data provided by the certification procedure
- regular dialogue with providers through the certification process
- feedback from employers and providers through the wide range of consultation groups
- analysis of helpline queries and their outcome
- inspection reports from Ofsted

6. Achievement and Progression

6.1 Certification

Successful apprentices will receive an Apprenticeship Completion Certificate. This is separate from, and in addition to, those certificates awarded for the achievement of the individual components of the framework, eg. QCF qualification, key skills or functional skills.

Completion certificates will be issued by the TDA.

Providers are responsible for claiming the completion certificate from the TDA and for providing evidence of completion of the mandatory outcomes. They are also responsible for ensuring that the apprentice receives the completion certificate when awarded.

All requests for completion certificates will be subject to quality assurance checks in accordance with the latest operating principles for the processing and issuing of certificates.

Details of the certification process can be found within the apprenticeship section of the TDA website www.tda.gov.uk.

6.2 Progression

Achievement of an apprenticeship and/or advanced apprenticeship in supporting teaching and learning in schools will equip individuals with the skills and knowledge needed to fulfil this important and valued role within schools. Employment opportunities exist within primary (including foundation stage/phase), special and secondary schools in both the state and independent sector. It will also prepare the individual for further training, qualifications and career progression according to their career aspirations and available job opportunities.

There will be increasing opportunities for apprentices to take on a wider range of responsibilities. Opportunities also exist to move into other roles within the school workforce eg. learning mentors or ICT technicians; and to roles across the wider children's workforce eg. child care, playwork or youth work.

Progression opportunities for those successfully completing an apprenticeship in supporting teaching and learning in schools include:

- advanced apprenticeship in supporting teaching and learning in schools for those who have potential and opportunity to work at this level
- Level 3 QCF qualifications in supporting teaching and learning in schools
- Level 2 qualifications in Children's Care, Learning and Development, Playwork or Youth work for those wishing to transfer to other areas of working with children and young people

- Level 3 Diploma for the Children's and Young People's Workforce for those with appropriate experience.

For those successfully completing an advanced apprenticeship in supporting teaching and learning in schools, progression opportunities include:

- training and/or assessment for Higher Level Teaching Assistant (HLTA) status
- foundation degree eg. for teaching assistants or supporting teaching and learning
- Level 3 Diploma for the Children's and Young People's Workforce for those with appropriate experience
- Level 4 qualifications in a relevant area
- the Early Years Sector-Endorsed Foundation Degree

Those able to meet the initial teacher training (ITT) entry requirements can go on to achieve qualified teacher status (QTS). The minimum entry requirements for any ITT programme are a standard equivalent to grade C in GCSE English language and mathematics. In addition anyone wanting to teach primary or key stages 2/3 (ages 7-14), must also have achieved a standard equivalent to a grade C in a GCSE science subject. All qualified teachers must have a degree. Undergraduate teacher training courses combine a degree with initial teacher training. A UK degree (or equivalent qualification) is required for entry to a postgraduate teacher training course.

In addition there are employment based routes into teaching, including the graduate teacher programme (GTP) and the registered teacher programme (RTP), which allow candidates to gain qualified teacher status (QTS) while working in a school.

The TDA website (www.tda.gov.uk) contains details of:

- the different ways to becoming a teacher
- progression routes and qualifications for school support staff within the career development framework, and
- information about assessment for HLTA status

A full list of foundation degrees suitable for learning support staff can be found at www.ucas.com.

7. Fact Sheets

Apprenticeship in Supporting Teaching and Learning in Schools

What's involved?

An apprentice can expect to be doing work based learning with an employer and to be paid, either a wage if they are employed, or an allowance. The apprenticeship will include a Qualification and Credit Framework (QCF) qualification incorporating competence and knowledge based elements, key/functional skills and employment rights and responsibilities.

Competence and Knowledge Based Element		Key Skills/Functional Skills (England)
<p>Level 2 Certificate in Supporting Teaching and Learning in Schools</p> <p>Total (minimum) credits – 30 Made up of: Knowledge based element – 12 credits Competence based element – 18 credits</p>	<p>Ascentis Level 2 Certificate in Supporting Teaching and Learning in Schools</p> <p>CACHE Level 2 Certificate in Supporting Teaching and Learning in Schools</p> <p>City & Guilds Level 2 Certificate in Supporting Teaching and Learning in Schools</p> <p>Edexcel Level 2 Certificate in Supporting Teaching and Learning in Schools</p> <p>NCFE Level 2 Certificate in Supporting Teaching and Learning in Schools</p> <p>OCR Level 2 Certificate in Supporting Teaching and Learning in Schools</p>	<p>Key Skills:</p> <p>Communication Level 2</p> <p>Application of number Level 1</p> <p>Information and Communication Technology Level 1</p> <p>OR</p> <p>Functional Skills:</p> <p>English Level 2 (5 QCF credits)</p> <p>Mathematics Level 1 (5 QCF credits)</p> <p>Information and Communication Technology Level 1 (5 QCF credits)</p>

The decision on which certificate will be studied will be made by the employer and/or training provider in discussion with the apprentice.

Entry requirements:

There are no formal entry requirements for this apprenticeship framework.

Relevant skills and attributes include:

- an interest in, and commitment to, working with children and/or young people

- ideally have some experience of working with children and young people
- ability to relate well to children, young people and adults
- motivated to succeed within the job
- willing to reflect on their own practice, learn and apply that learning in the workplace
- able to demonstrate that they have the potential to complete the qualifications which are part of the apprenticeship
- willing to work as a member of a team and communicate effectively with a range of people
- numerate and literate (preferably with GCSE grade C or equivalent in English)
- willing to undergo a compulsory Criminal Records Bureau/police check for suitability for working with children and young people.

Minimum Periods of Training:

Depending on an individual's prior experience, the minimum period of training is likely to be 12 months.

What type of job might an apprentice be doing?

The apprenticeship for supporting teaching and learning in schools is designed to be applicable to learning support staff whose responsibilities at work are limited in scope. They will be working under close supervision of the class teacher whose lesson planning and day-to-day direction set the framework within which the individual works.

Job titles vary across schools; examples include:

- teaching assistant
- classroom assistant
- learning support assistant
- special needs assistant
- additional needs assistant
- pastoral/welfare support assistant
- bilingual support assistant
- foundation stage assistant

How long does the apprenticeship take to complete?

Apprenticeships are not time serving and do not have a fixed duration. The apprenticeship will be completed when all of the mandatory outcomes are achieved. The length of time required will depend on the previous experience and prior qualifications of the apprentice as well as the opportunities for on and off-the-job learning and assessment.

With appropriate support and opportunities for learning and assessment, most candidates should be able to complete an apprenticeship in 12-15 months. However this timescale is indicative only, as the pace of the apprentice's progress will depend on a combination of internal and external factors, personal ability and motivation.

Career progression after completing this apprenticeship

Progression opportunities for those successfully completing an apprenticeship in supporting teaching and learning in schools include:

- Level 3 apprenticeship in supporting teaching and learning in schools for those who have potential and opportunity to work at this level
- Level 3 QCF qualifications in supporting teaching and learning in schools
- Level 2 qualifications in Children's Care, Learning and Development, Playwork or Youth work for those wishing to transfer to other areas of working with children and young people
- Level 3 Diploma for the Children's and Young People's Workforce for those with appropriate experience.

Framework developed by:

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Advanced Apprenticeship in Supporting Teaching and Learning in Schools

What's involved?

An apprentice can expect to be doing work based learning with an employer and to be paid, either a wage if they are employed, or an allowance. The apprenticeship will include a Qualification and Credit Framework (QCF) qualification incorporating competence and knowledge based elements, key/functional skills and employment rights and responsibilities.

Competence and Knowledge Based Element		Key Skills
<p>Level 3 Diploma in Specialist Support for Teaching and Learning in Schools</p> <p>Total (minimum) credits -44 Made up of: Knowledge based element – 12 credits Competence based element – 32 credits</p>	<p>Ascentis Level 3 Diploma in Specialist Support for Teaching and Learning in Schools</p> <p>CACHE Level 3 Diploma in Specialist Support for Teaching and Learning in Schools</p> <p>City & Guilds Level 3 Diploma in Specialist Support for Teaching and Learning in Schools</p> <p>EDEXCEL Level 3 Diploma in Specialist Support for Teaching and Learning in Schools</p> <p>NCFE Level 3 Diploma in Specialist Support for Teaching and Learning in Schools</p> <p>OCR Level 3 Diploma in Specialist Support for Teaching and Learning in Schools</p>	<p>Key Skills:</p> <p>Communication Level 2</p> <p>Application of number Level 2</p> <p>Information and Communication Technology Level 2</p> <p>OR</p> <p>Functional Skills:</p> <p>English Level 2 (5 QCF credits)</p> <p>Mathematics Level 2 (5 QCF credits)</p> <p>Information and Communication Technology Level 2 (5 QCF credits)</p>

The decision on which diploma will be studied will be made by the employer and/or training provider in discussion with the apprentice.

Entry requirements:

There are no formal entry requirements for this apprenticeship framework.

Relevant skills and attributes include:

- an interest in, and commitment to, working with children and/or young people
- ideally have some experience of working with children and young people
- ability to relate well to children, young people and adults
- motivated to succeed within the job

- willing to reflect on their own practice, learn and apply that learning in the workplace
- able to demonstrate that they have the potential to complete the qualifications which are part of the apprenticeship
- willing to work as a member of a team and communicate effectively with a range of people
- numerate and literate (preferably with GCSE grade C or equivalent in English)
- willing to undergo a compulsory Criminal Records Bureau/police check for suitability for working with children and young people

Minimum Periods of Training:

Depending on an individual's prior experience the minimum period of training is likely to be 24 months.

What type of job might an apprentice be doing?

The advanced apprenticeship is designed to be applicable to learning support staff whose working role calls for competence across a varied range of responsibilities. They will be working under the direction of the teacher who has overall responsibility for teaching and learning in the classroom. They will contribute to planning, implementing and evaluating learning activities. They will work alongside the teacher to support whole class activities as well as working on their own with individual or groups of pupils. They may also have additional responsibilities within the school such as team leadership, pastoral support, curriculum support, cover supervision, exam invigilation or extra-curricular activities.

Job titles vary across schools; examples include:

- teaching assistant
- learning support assistant
- special needs assistant
- additional needs assistant
- behaviour support assistant/coordinator
- pastoral/welfare support assistant
- bilingual support assistant
- foundation stage assistant
- cover supervisor
- learning guide
- learning coach
- induction mentor
- team leader

How long does the apprenticeship take to complete?

Apprenticeships are not time serving and do not have a fixed duration. The apprenticeship will be completed when all of the mandatory outcomes are achieved. The length of time required will depend on the previous experience and prior qualifications of the apprentice as well as the opportunities for on and off-the-job learning and assessment. With appropriate support and opportunities for learning and assessment, most candidates should be able to complete an advanced apprenticeship in 24 months. However this timescale is indicative only, as the pace of the apprentice's progress will depend on a combination of internal and external factors, personal ability and motivation.

Career progression after completing this apprenticeship

For those successfully completing an advanced apprenticeship in supporting teaching and learning in schools, progression opportunities include:

- training and/or assessment for Higher Level Teaching Assistant (HLTA) status
- foundation degree eg. for teaching assistants or supporting teaching and learning
- Level 3 Diploma for the Children's and Young People's Workforce for those with appropriate experience
- Level 4 qualifications in a relevant area
- the Early Years Sector-Endorsed Foundation Degree

Those able to meet the initial teacher training entry requirements can go on to achieve qualified teacher status (QTS).

Framework developed by:

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Annex A

Title of framework:	Supporting teaching and learning in schools
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Please complete the tables below and include with your submission to the QMG. The qualifications to be listed are those that are a mandatory requirement. You do not need to fill in the yellow boxes.

Framework code	311	Framework issue number	3.4 (INTERIM)
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Apprenticeship/ Level 2	Supporting teaching and learning in schools		
Sector skills council/sector skills body	Training and Development Agency for Schools		
Implementation date			
Issue number	3.4 (INTERIM)		
Tier 1			
Tier 2			

Qualification title	Qualification reference number	Awarding Organisation	NQF or QCF	Level	GLH	SLN	Weighting factor	Fee element percentage (expected employer contribution)
						<i>To be completed by LSC National Office</i>		
Principal Qualification (Competence-based element)								
Certificate in Supporting Teaching and Learning in Schools	501/1496/7	Ascentis	QCF	2	180			

Certificate in Supporting Teaching and Learning in Schools	501/0031/2	CACHE	QCF	2	180			
Certificate in Supporting Teaching and Learning in Schools	501/1136/X	City & Guilds	QCF	2	180			
Certificate in Supporting Teaching and Learning in Schools	501/1036/6	Edexcel	QCF	2	180			
Certificate in Supporting Teaching and Learning in Schools	501/0418/4	NCFE	QCF	2	180			
Certificate in Supporting Teaching and Learning in Schools	501/0432/9	OCR	QCF	2	180			

Knowledge-based element (if separate qualification)
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N/A								
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Key skills/ Functional Skills

Communication	-	-	NQF	2	-			
Application of number	-	-	NQF	1	-			
Information and communication technology	-	-	NQF	1	-			
English	-	-	QCF	2	-			
Mathematics	-	-	QCF	1	-			
Information and communication technology	-	-	QCF	1	-			

Framework code	311	Framework issue number	3.4 (INTERIM)
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Advanced Apprenticeship Level 3	Supporting teaching and learning in schools
Sector skills council/sector skills body	Training and Development Agency for Schools
Implementation date	
Issue number	3.4 (INTERIM)

Qualification title	Qualification reference number	Awarding Organisation	NQF or QCF	Level	GLH	SLN	Programme weighting factor	Fee element percentage (expected employer contribution)
						<i>To be completed by LSC National Office</i>		
Principal Qualification (Competence-based element)								
Diploma in Specialist Support for Teaching and Learning in Schools	501/1719/1	Ascentis	QCF	3	232			
Diploma in Specialist Support for Teaching and Learning in Schools	501/0476/7	CACHE	QCF	3	232			
Diploma in Specialist Support for Teaching and Learning in Schools	501/1394/X	City & Guilds	QCF	3	232			
Diploma in Specialist Support for Teaching and Learning in Schools	501/1208/9	Edexcel	QCF	3	232			
Diploma in Specialist Support for Teaching and Learning in Schools	501/0813/X	NCFE	QCF	3	232			
Diploma in Specialist Support for Teaching and Learning in Schools	501/0857/8	OCR	QCF	3	232			

Knowledge-based element (if separate qualification)								
N/A								

Key skills/Functional Skills								
Communication	-	-	NQF	2	-			
Application of number	-	-	NQF	2	-			
Information and communication technology	-	-	NQF	2	-			
English	-	-	QCF	2	-			
Mathematics	-	-	QCF	2	-			
Information and communication technology	-	-	QCF	2	-			