

Qualification Specification

Focus Awards Level 3 Award in Supporting
Teaching and Learning in Schools (RQF)

601/6103/6



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Focus Awards Level 3 Award in Supporting Teaching and Learning in Schools (RQF)

Qualification Details

QRN: 601/6103/6

Credit: 12

GLH: 80

TQT: 120

Qualification Purpose

The Focus Awards Level 3 Award in Supporting Teaching and Learning in Schools (RQF) is a knowledge based qualification aimed at those learners who work or wish to work in a support staff role within schools that directly support the teaching and learning of pupils.

The Focus Awards Level 3 Award in Supporting Teaching and Learning in Schools (RQF) aims to develop the knowledge and understanding for working in a school setting and covers areas such as safeguarding, communication, child development and understanding the school context.

The Focus Awards Level 3 Award in Supporting Teaching and Learning in Schools (RQF) is a knowledge based qualification, it can be taken by learners not yet employed in a school, or those in school who are seeking a higher level role.

Learner Entry Requirements

There are no specific entry requirements for this qualification.

Focus Awards does not set any other entry requirements but training providers or colleges may have their own guidelines.

Age Ranges

This qualification is accredited for learners aged 16+

Geographical Coverage

This qualification is available in England and Northern Ireland.

Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations policy'.

Assessment Methods

The Focus Awards Level 3 Award in Supporting Teaching and Learning in Schools (RQF) is internally assessed and externally assured by Focus Awards.

Each learner is required to create a portfolio of evidence which demonstrates achievement of all the learning outcomes and the assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include:

- Assessor observation – completed observational checklists on related action plans
- Witness testimony
- Learner product
- Worksheets
- Assignments / projects / reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

Evidence may be drawn from actual or simulated situations where appropriate and where permitted by the relevant Sector Skills Council or Sector Skills Body.

Progression Routes

Learners wishing to progress from this qualification can undertake the following qualifications:

- Level 3 Certificate in Supporting Teaching and Learning in Schools
- Level 3 Certificate in Cover Supervision of Pupils in Schools
- Level 3 Diploma in Specialist Support for Teaching and Learning in Schools
- Intermediate/Advanced Level Apprenticeship in Supporting Teaching and Learning in Schools

Useful websites and supporting materials

- www.focusawards.org.uk
- www.skillsforcareanddevelopment.org.uk
- ofqual.gov.uk

National Occupational Standards

Unit Title	National Occupational Standards
Communication and professional relationships with children, young people and	TDA 3.1 – Develop and promote positive relationships
Schools as Organisations	TDA – 3.2 Provide information to aid policy formation and

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	the improvement of practices and provision
Understand Child and Young Person Development	CYP Core 3.1– Support the development of children and young people
Understand how to safeguard the wellbeing of children and young people	CYP Core 3.3 - Work with young people to safeguard their welfare

Qualification Structure/Rules of Combination

Learners must achieve **all 4 mandatory units** to achieve a total credit of **12**.

Unit Title	Unit Ref	Level	GLH	Credit
Communication and professional relationships with children, young people and adults	F/601/3327	3	10	2
Schools as Organisations	A/601/3326	3	15	3
Understand Child and Young Person Development	L/601/1693	3	30	4
Understand how to safeguard the wellbeing of children and young people	Y/601/1695	3	25	3

Requirements for Tutors:

Tutors delivering the qualification will be required to hold or be working towards a teaching qualification. This may include qualifications such as the Levels 3, 4 or 5 in Education and Training, or a Certificate in Education. Focus Awards will however; consider other teaching qualifications upon submission. Tutors must also be able to demonstrate that they are occupationally competent within the sector area.

Requirements for assessors:

Assessors will be required to hold, or be working towards a relevant assessing qualification. This may include qualifications such as the Level 3 Certificate in Assessing Vocational Achievement, or the Level 3 Award in Assessing Competence in the Work Environment. Focus Awards will however; consider other relevant assessing qualifications upon submission. Trainee assessors who do not hold an assessment qualification will require their decisions to be countersigned by a suitably qualified assessor. Assessors must also be able to show they are occupationally competent within the sector area.

Requirements for Internal Quality Assurers (IQA):

Internal Quality Assurers should hold or be working towards the following an IQA qualification. This may include qualifications such as the V1 (previously D34), or the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice. Focus Awards will however; consider other relevant IQA qualifications upon submission. Trainee IQAs who do not hold an IQA qualification will require their decisions to be countersigned by a suitably qualified IQA. IQAs must be able to demonstrate occupational competence.