Sector qualification strategy for school support staff

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Introduction

In order to ensure that the right mix of qualifications, training and other learning experiences are available to people working in every workforce sector, sector skills councils (SSCs) and other sector bodies are required to produce a sector qualification strategy (SQS) to cover the occupational roles for which they have responsibility. The Training and Development Agency for schools (TDA) is recognised as the sector body for the school workforce in England, with responsibilities for developing both occupational and professional standards for school-based roles. The strategy will:

- identify key drivers for sector development in relation to qualifications and other learning provision
- evaluate how well existing qualifications and other learning provision meet sector needs (current and future)
- make proposals for any changes required, including a plan for development and implementation
- bring coherence and shared direction to ongoing development work
- provide a sound basis for future development and decision making in each broad sector, and
- ensure that sector proposals are communicated to, and supported by, key stakeholders.

Sector qualification strategies will be used by:

- the Qualifications and Curriculum Authority (QCA) when making accreditation decisions
- the Learning and Skills Council (LSC) when prioritising public funding
- other sector bodies when identifying opportunities for collaborative working
- awarding bodies when developing qualifications
- higher education institutions (HEIs) when developing foundation degrees
- training providers to understand sector needs.

The number of school support staff has increased significantly in recent years, along with the complexity and range of the roles they undertake.

The Children's Plan emphasises that educational standards and children's well-being are inextricably linked. Put simply, children and young people learn best and thrive when they are healthy, safe and engaged.

To play their twin roles of well-being and attainment, virtually every school is undergoing a major transformation. Schools are developing a central responsibility for delivering integrated services for the child and the wider community which ensures that every child and young person achieves their full potential.

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The TDA, with its partners in the Children's Workforce Network, is committed to developing an integrated qualification framework for the children's workforce that will facilitate workforce mobility and foster a multi-agency approach to meeting the needs of the child.

The teaching profession has undergone significant change over the past decade. The TDA is committed to the continued provision of highly skilled professional teachers. To this end, teaching professionals will soon be able to gain a masters qualification in teaching and learning. This will significantly improve the status of teaching and improve the education and life chances of children.

In addition, the TDA has developed a new framework of professional and occupational standards for classroom based practitioners. This includes the Training and Development Agency for Schools' review of the professional standards for teachers, the occupational standards for supporting teaching and learning and the professional standards for higher level teaching assistants. These were achieved in consultation with social partners and other key stakeholders.
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The professional standards for teachers cover:
• the award of Qualified Teacher Status (QTS)
• teachers on the main scale
• teachers on the upper pay scale (Post Threshold Teachers)
• Excellent Teachers
• Advanced Skills Teachers (ASTs)

All this, together with the current agenda for the reform of vocational qualifications, makes it timely to look at the future qualification needs of school support staff. The strategy will bring together the views of schools and local authorities on how well current qualifications meet their needs with those national policies and initiatives that will demand new skills from the workforce, exploring how these can be met within the new qualification and credit framework (QCF).

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The role of the TDA

Responsibilities

The Training and Development Agency for Schools (TDA) was established by the 2005 Education Act. Its predecessor organisations, the Teacher Training Agency and the National Remodelling Team, had focused primarily on initial teacher training, improving teacher recruitment and remodelling the school workforce.

The Government's white paper, Higher Standards, Better Schools for All, published in 2005, gave the TDA a key role in ensuring that the whole school workforce has the skills and support it needs to raise children's attainment and improve their well-being. This can be realised only through a highly skilled workforce.

Each year the TDA publishes its corporate plan including its plans for achieving its aims and priorities. The TDA's strategic approach is designed to benefit schools in three key areas:
- securing the supply of the school workforce
- supporting the development of the school workforce
- supporting the modernisation of the school workforce.

This qualification strategy complements the work of the agency in developing and supporting national priorities for teachers' continuing professional development (CPD). Sector skills councils represent the needs of their sector, its employers and its workforce in relation to standards and training. In 2004 Charles Clarke, the then Secretary of State for Education and Skills, said: "I want to see the TTA (Teacher Training Agency) acting as a sector skills council for schools … a school's performance these days depends not just on the teacher – it depends on the performance of the whole school team."[i]

A three-year strategy for the development of school support staff: Developing People to Support Learning[ii], was published by the TDA in 2006, in conjunction with its partner organisations on the School Workforce Development Board. In this strategy, the TDA pledged to develop a framework of standards and qualifications which would enable schools to develop the potential of all support staff.

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[i] http://www.dfes.gov.uk/speeches/media/documents/tta.doc
[ii] http://www.tda.gov.uk/upload/resources/pdf/s/swdb_3ys.pdf

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Sector footprint

The remit of the TDA gives it responsibility for the training and development of the school workforce in England. The Education Act 2005 defines the school workforce as persons who work in a school, or those who are teachers, or who carry out work that consists of or includes teaching.

The TDA is part of the Children's Workforce Network (CWN) whose members are working together to secure better outcomes for children. Being a member of this group ensures that the TDA is able to position the development of school workforce skills within an integrated approach to children's services (see Annex A for CWN members).

Where occupational roles are exclusive to schools (for example school business managers and teaching assistants) the TDA will, if appropriate and with the support of partners, develop occupational or professional standards and support the development of specialist qualifications and career pathways. The TDA has recently worked with partners to revise and broaden the scope of the national occupational standards (NOS) for teaching/classroom assistants, which were renamed NOS for supporting teaching and learning in schools (STL) in recognition of the wider range of occupational roles supported by these standards. The TDA has also revised the professional standards for higher level teaching assistants (HLTAs). These new standards complement the recently published professional standards for teachers and, for the first time, provide a comprehensive framework for all classroom practitioners.

Many school support staff occupations are also followed in settings other than schools and these staff will look to other sector bodies and sector councils to develop the specialist training and qualification pathways that support their careers; for example, school librarians, technicians and catering staff. However, where staff in these roles work in a school, the TDA will support their training and development by:

- providing guidance to local authorities and schools on suitable qualifications and career pathways; for example, by maintaining an up-to-date career development framework for support staff

- working with other sector bodies and sector skills councils to ensure that the standards and qualifications they develop are relevant to the work of school support staff. For example, we have worked with the Council for Administration to develop an optional unit in the national occupational standards for business and administration specifically for those working in a school office, and

- working with providers to improve the quality, supply and relevance of training for support staff.

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Workforce characteristics

Occupational map

School support staff can be difficult to categorise by distinct job titles for a number of reasons.

- Extended service provision, remodelling and other initiatives are contributing to the development of new roles, such as cover supervisor and parent support adviser

- Many support staff have blended or multiple roles; for example, a teaching assistant who also provides exam invigilation or a catering assistant who also works as an after-school cleaner

- Local or historic reasons, and schools' devolved responsibilities for staffing, have led to many different job titles for broadly similar roles.

The table below categorises school support staff into role groupings with broadly similar characteristics and provides example job titles for each grouping. It is not intended to be exhaustive:

Role group	Job roles	Example job titles
Site staff	Site staff	Cleaner
		Caretaker
		Premises supervisor
		Site manager
Catering staff	Catering staff	Catering assistant
		Assistant cook
		Cook
		Catering manager
Administration	Administration	Clerical assistant
		Receptionist
		Office manager
		School business manager
		SIMS/Data manager
		HR manager
	Finance	Finance officer
		Bursar

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	Examinations	Examinations officer
		Examination invigilator
		Examinations manager
	Extended services	Extended service coordinator
		Extended services manager
Specialist and technical	ICT	ICT technician
		Network manager
	Science/design and technology	Science technician
		Laboratory technician
		Design and technology technician
		Food technology technician
		Textiles technician
		Art and craft technician
	Librarian	Library assistant
		Librarian
Pupil support	Behaviour/guidance/support	Learning mentor
		Behaviour mentor
		Home/school liaison officer
		Parent support advisor
	Care staff	Welfare assistant
		Healthcare assistant
		School nurse
	Midday supervisor/playworker	Midday supervisor
		Lunchtime supervisor
		Playworker
		Out-of-school care worker/manager
		Extended school club worker/manager

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Learning support	Early years	Nursery nurse
		Early years assistant
		Foundation stage assistant
	Teaching assistant/bilingual support	Teaching assistant
		Classroom assistant
		Learning support assistant
		Bilingual support assistant
		Higher level teaching assistant
	Special needs	Special needs assistant
		Learning support assistant
		Teaching assistant special needs
	Cover supervisor	Cover assistant
		Cover supervisor
		Cover manager
	Sports coach	Sports coach

Size and composition of the workforce

The size of the school workforce has increased steadily and now numbers over 305,600 full-time equivalent (FTE) staff (excluding premises and catering staff); an increase of 129 per cent over the last decade. This is likely to equate to a head count in excess of half a million for all support staff, which is broadly equivalent to the number of teaching staff.

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Characteristics of the school workforce 1997-2007
### (FTE, thousands)
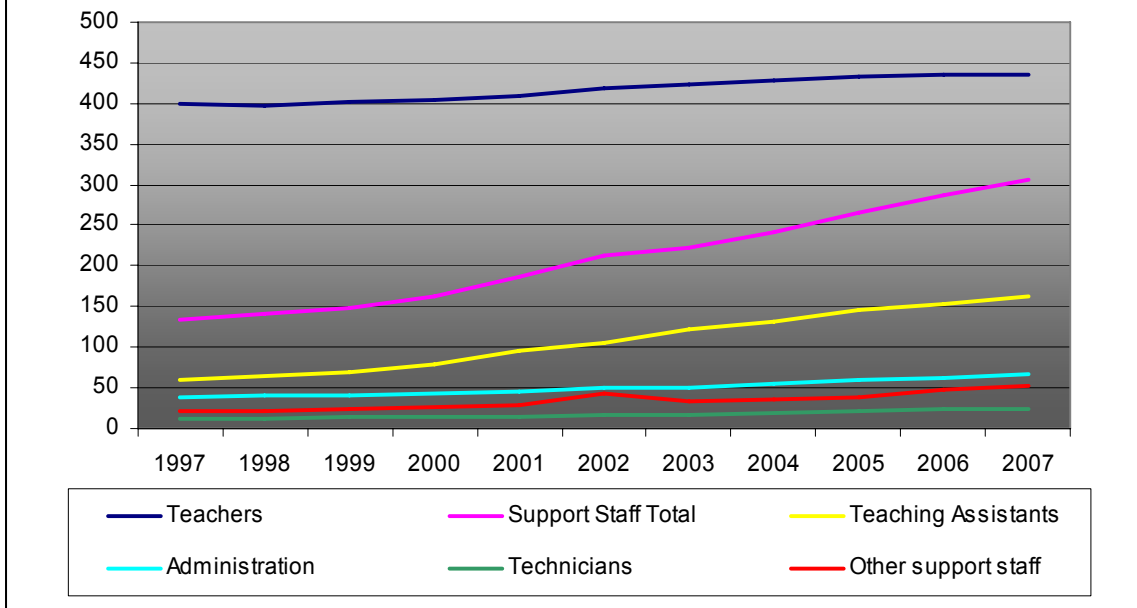
Although all categories of support staff have seen a considerable growth in numbers during the last decade, the 'teaching assistants' category has experienced the sharpest increase in numbers from 60,600 FTE in 1997 to 163,000 in 2007. In addition the 'other support staff' category, which includes staff working to support pupils' learning in a variety of roles such as learning mentors, has also seen a considerable rise in numbers.

School workforce trends
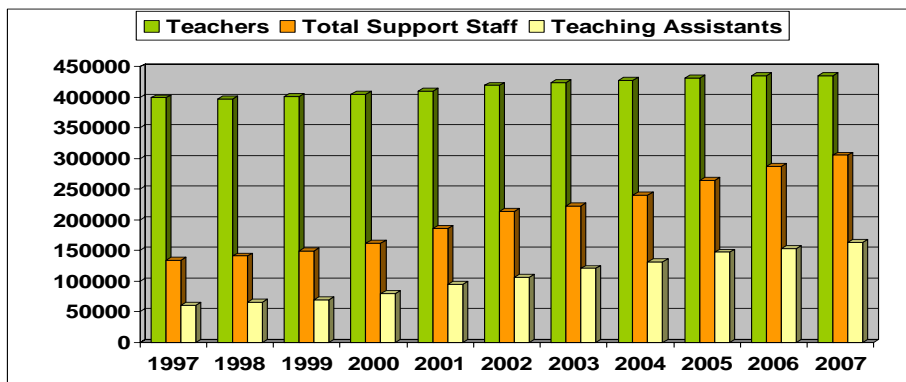
The distribution of support staff by occupational role (excluding catering and premises staff) can be seen in the chart below:

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Number of support staff by role (FTE, 2007)
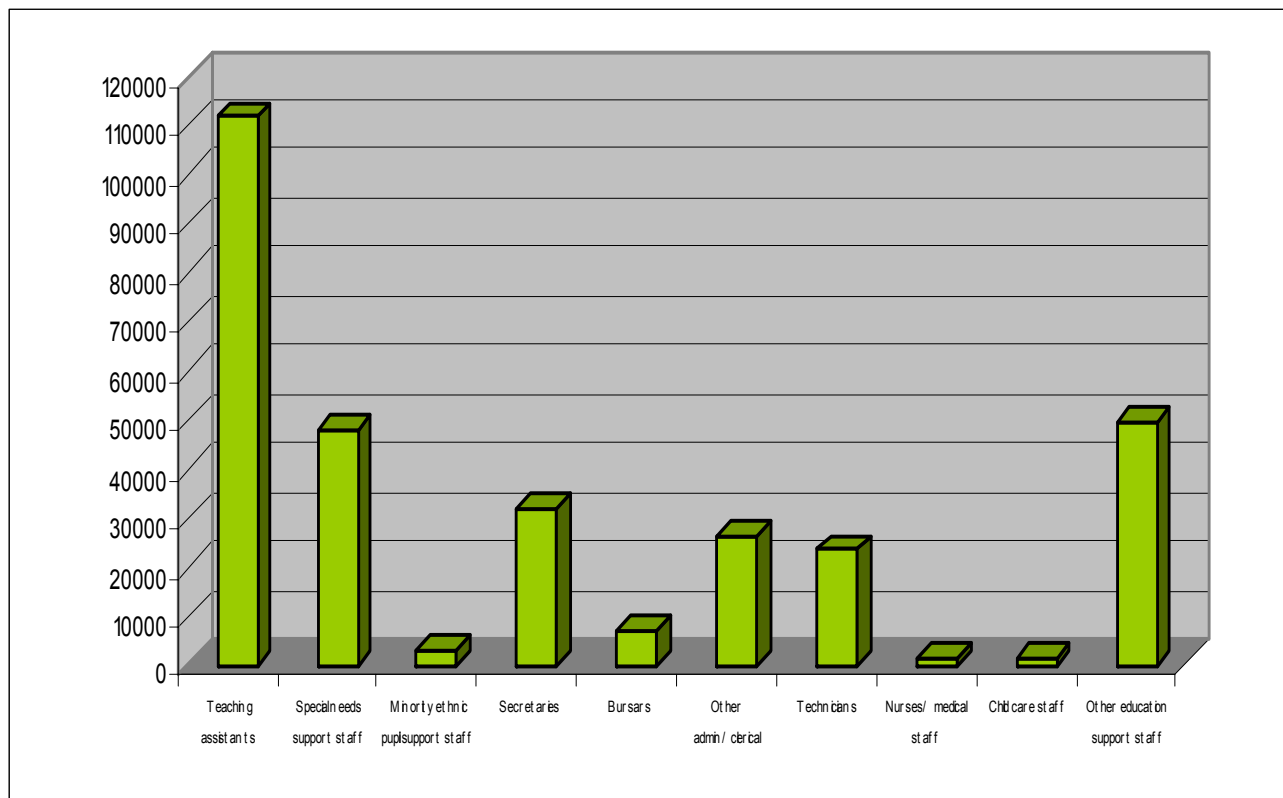
Review of Current provision

Qualification take-up

Information on the take up of qualifications comes from two main sources: a longitudinal study on the deployment and impact of support staff in schools by the Institute of Education (DISS study)[iii] which collects data from a sample of schools and a survey[iv] conducted by the National Foundation for Educational Research (NFER) to determines the training and development needs of support staff in schools by exploring their experience, and perceptions of training and development.

[iii] http://www.dfes.gov.uk/research/data/uploadfiles/DCSF-RR005.pdf
[iv] http://www.nfer.ac.uk/research-areas/pims-data/outlines/research-into-support-staff-expereiences-of-training-and-development.cfm

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The DISS study asked support staff in the sample to report on their qualifications. Only 10 per cent said they had no qualifications at all, and 38 per cent said they had qualifications at level three or above. Technicians were the occupational group most likely to have a degree (31 per cent); facilities staff were the least qualified, with over a third having no qualifications at all.

The DISS survey reported a significant increase in the number of support staff requiring specific qualifications to be appointed to their current role between 2003/04 and 2005/06.Teaching assistants, pupil welfare support roles, technicians and site staff were increasingly likely to require qualifications in order to be appointed. Conversely, other pupil support staff were less likely to require qualifications – which may reflect the newness of some of the roles in this category (for example, parenting support roles) and the consequent lack of qualifications available to support their work. Staff in special schools were much more likely to need a qualification for their post (56 per cent) than those in primary and secondary schools (36 per cent in both cases).

The NFER support staff survey found that 58 per cent of support staff surveyed had a mathematics qualification at GCSE grade C or above, and 71 per cent had an English qualification at grade C or above. Site and premises staff were less likely to have mathematics and English qualifications than other categories of support staff.

Sixty one per cent of support staff taking part in the NFER survey had a qualification that was linked to their role. Qualifications identified by support staff were in a wide range of areas, including:

- accountancy

- advice and guidance

- business administration

- business management

- catering

- childcare

- counselling

- customer service

- health and nutrition

- information and communications technology (ICT)

- librarianship

- special needs

- support work in schools

- work-related skills (eg. sign language, child protection, first aid)

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- youth work.

Overview of current provision

Since its establishment as the sector body for the whole school workforce, the TDA has taken stock of current qualifications and training provision within the sector and has produced a career development framework for school support staff. The full list of accredited qualifications and nationally recognised training provision commonly used by school support staff, divided into occupational areas, is attached as Annex B. This is available as a searchable database on the TDA web site[v] and as a tailorable version that local authorities can adapt to reflect locally available provision.

The current offer to school support staff includes:

- introductory training delivered through local authorities
- the small and flexible competency-based support work in schools (SWiS) qualifications
- NVQs that describe occupational competence in a range of areas, including supporting teaching and learning, catering, administration, laboratory technicians and premises management
- Specialist and knowledge-based qualifications of varying sizes, levels and subjects, and
- opportunities outside the QCA framework such as HLTA status and foundation degrees.

The TDA has particular responsibility for:

- introductory training of school support staff
- apprenticeships for teaching/classroom assistants
- the support work in schools (SWiS) suite of qualifications
- National vocational qualifications (NVQs) in supporting teaching and learning in schools (formerly NVQs for teaching/classroom assistants)
- the higher level teaching assistant (HLTA) programme
- the certificate and diploma in school business management, and
- foundation degrees intended for school support staff.

These are described in more detail below.

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[v] http://www.tda.gov.uk/supportstaff/career_development_framework.aspx

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Introductory training

While no common definition exists, introductory training might reasonably be described as training that provides essential knowledge and skills that would be expected of staff within six months of starting in post.

Since 2005, the TDA has annually revised a suite of introductory training materials[vi] for primary and secondary teaching assistants (TAs) and other support staff. The materials were first introduced by the Department for Education and Employment (DfEE) in 2000. They include generic and role-specific modules roles. In 2005, they were revised to incorporate the Common Core.

The materials are delivered by local authorities, which often tailor and supplement the materials with other resources to meet the needs of local school staff. The training is commonly delivered over a 4-5 day period and is usually delivered off-site, which creates opportunities for TAs and support staff to network and make contacts with staff in other schools. Some local authorities have linked the materials to NVQs and incorporated the training within a career progression framework that leads to qualifications outcomes. The materials are used for staff who are new to the school and as 'top-up' training for more experienced staff.

Apprenticeships

Apprenticeship programmes combine studying for qualifications with carrying out paid work. The programmes are underpinned by national occupational standards (at levels two and three) and enable individuals to develop knowledge and skills within the sector whilst being paid a training wage. The LSC prioritises apprenticeship funding for learners aged 16-25 so apprenticeships present an ideal opportunity to attract younger people into the school workforce. Although an apprenticeship for teaching assistants is available, very few training providers offer the programme in England. The reasons given for this include the level of pay available for apprenticeships during the training and the difficulties experienced finding full-time posts in school at the end of the programme. Revised apprenticeship frameworks based on the new national occupational standards for supporting teaching and learning in schools will be available in 2008. It is possible that the new framework, supporting as it does a greater breadth of roles in schools, will provide greater opportunities for young people undertaking an apprenticeship programme to be employed on a full-time basis.

Support work in schools qualifications

[vi] www.tda.gov.uk/support/qualificationsandtraining/induction_training.aspx

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The support work in schools (SWiS) qualifications provide learners with training and recognition of skills relevant to their role in school. The qualifications are flexible and can be tailored to meet learners' specific development needs. They are mainly delivered in schools or locally in clusters to avoid disruption to the school day.

SWiS qualifications consist of mandatory and optional units from which learners can choose to build a qualification at level two or three on the national qualifications framework. Of the two mandatory units, one is drawn from the Common Core of Skills and Knowledge and the other has been developed to reflect working in a school environment, including an understanding of school policies and procedures. Optional units are drawn from existing sets of national occupational standards (NOS) which underpin a range of national vocational qualifications (NVQs). This provides increased opportunities for progression to more specialised qualifications. The qualifications can act as a stepping stone to a full NVQ or provide learners with the school based knowledge and skills required to deliver their role in school. They are also appropriate for people new to working in schools and those who have more than one role (for example, a lunchtime assistant who also works as an after-school cleaner).

In 2007, the parent support endorsed pathway was added to the suite of SWiS qualifications. This qualification includes an additional mandatory unit on working with parents and an additional range of optional units designated for those working in this area. SWiS qualifications continue to respond to national priorities as they emerge: for example, school catering, ICT, sports coaching and personalised learning.

National vocational qualifications (NVQs)

The TDA has a responsibility for the NVQs that are based on the supporting teaching and learning in schools suite of standards. NVQs that are relevant to other school support staff include those in catering, administration and premises maintenance, and are the responsibility of other sector bodies, although the TDA will work with these organisations to ensure that the needs of the school workforce are addressed through their qualifications. A list of sector bodies relevant to the school workforce can be found as Annex F. National vocational qualifications (NVQs) for teaching/ classroom assistants have been available at levels two and three of the national qualifications framework (NQF) since 2002. Since 2002 more than 30000 support staff have achieved the qualifications. From 1st March 2008 NVQs will be available based on the revised national occupational standards for supporting teaching and learning.

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Higher level teaching assistant (HLTA) programme

Higher level teaching assistants play a vital role in supporting teaching and learning in schools. Teaching assistants working at a higher level can achieve HLTA status. In order to do this they are assessed against a set of standards. People who achieve HLTA status receive a letter from the TDA – on behalf of the Secretary of State for Children, Schools and Families – which acts as proof of HLTA status for current and future employers. Over 19,000 people have achieved the status so far.

The TDA recently updated the HLTA standards[vii], following a period of consultation. The revised standards are aligned with the recently revised teaching standards and in this way facilitate progression to initial teacher training for those who meet the entry requirements. They also have stronger links to the new national occupational standards for supporting teaching and learning. HLTA status is not a qualification but, as with qualified teacher status, achievement is by the demonstration of all of the professional standards through a nationally recognised and quality assured assessment process.

Although there is no requirement to have an NVQ before progressing to HLTA status, for many TAs, HLTA status is a natural progression from the NVQ at level three. In order to achieve the status, candidates need to provide evidence of having gained a nationally recognised qualification at level two or above in literacy/English and numeracy/mathematics.

In order to gain HLTA status candidates need to demonstrate that they have sufficient knowledge and understanding in an area (or areas) of expertise which supports the learning and development of the children and young people who they support. Such areas of expertise can be curriculum areas, or relate to a key stage or age phase, or be cross curricular, eg. behaviour management. Developing an area of expertise enables HLTAs to support learning in a particular area more effectively.

Recently the DCSF identified secondary mathematics, science and food technology as curricular areas of expertise that they wanted to promote for HLTAs.

Certificate and diploma in school business management

The National College for School Leadership (NCSL) piloted the certificate of school business management (CSBM) in 2002 and, following the success of the programme, introduced the diploma of school business management (DSBM) in the following year. More than 4,000 people have

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[vii] http://www.tda.gov.uk/support/hlta/resources_2007.aspx

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now completed or are currently enrolled in the training. Demand for the programmes has continued to grow, most recently with the development of training delivered locally to cohorts of trainees facilitated by local authorities. NCSL works in partnership with TDA and the DSCF in the ongoing improvement and development of these programmes.

The CSBM is aimed at people who have worked in school administration or have recently been appointed as school business managers (SBMs), and those entering the profession from outside education. It covers key operational areas such as the management of school facilities, finances, office systems, ICT systems, human resources, risk and sustainable development. It has broad equivalence to NQF level four and is externally accredited by the Institute of Administrative Management (IAM). The diploma of school business management (DSBM) is aimed at experienced SBMs who are working as part of the school senior management team. It covers three key areas: strategic management, change management and school improvement. It has broad equivalence to NQF level five and is accredited by the IAM. The TDA is working with the NCSL, the National Bursars Association and others to ensure that coherent qualifications pathways are available including accredited qualification options.

Foundation degrees

Foundation degrees (FDs) are intermediate university awards that are normally completed in two years (full-time) or three years (part-time).

All FDs must meet several criteria. They must:
- be flexible
- be work related
- be supported by employers
- provide entry routes for people with vocational qualifications and experience, and
- offer opportunities for progression to an honours degree.

There are already many foundation degrees relevant to the school workforce. In some cases FDs have replaced previous DipHE or HND programmes. The fdf website[viii] lists 385 existing or planned FDs under 'education', including over 200 with an early years/care and development focus and over 100 in teaching/learning support. One FD is identified as school business management, eight as educational administration, two as HLTA, four as outdoor education and nine as play-work. A number are defined as 'public sector management'. Other roles within the school workforce may not have any suitable FDs at present and there may be a case to develop some entirely new FDs.

[viii] http://www.fdf.ac.uk/

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Although the foundation degree (FD) will not automatically give a candidate HLTA status, some programmes have embedded the HLTA standards within them, thereby enabling students on the foundation degree programme to develop the knowledge and skills necessary to gain HLTA status. Conversely, some FD programmes give some direct credit to candidates who have gained HLTA status through the award of CAT (Credit Accumulation and Transfer) points which can count towards a foundation degree module.

Stakeholder consultation on current provision

The career development framework was used as the basis for consultation on how well the current range of qualifications meet the needs of the sector, and where there were existing and anticipated skills gaps and shortages. Consultation was through an online questionnaire, a series of regional consultation events, focus groups and the establishment of a reference group that included key stakeholders. This consultation, which started in Autumn 2006 and concluded in Spring 2007, included:

- school leaders
- local authorities
- members of the Workforce Agreement Monitoring Group
- school support staff
- teaching, head teacher and support staff unions and professional associations
- sector skills councils and sector bodies with responsibilities for one or more occupational role found in schools, and
- the then Department for Education and Skills and other national partners.

Many stakeholders raised the issue of the large number of qualifications available for teaching assistants and commented that they found it hard to see how they related to one another in terms of size and coverage. Another frequent complaint was the degree of overlap between qualifications which led to staff repeating learning when training to do a different, but related, role. Even where qualifications draw on some of the same units of national occupational standards, such as the support work in schools (SWiS) suite of qualifications and various national vocational qualifications (NVQs), direct transfer of credit is not always possible because of the differing assessment requirements.

Another difficulty was matching non-accredited training to the needs of employees. When sending staff on training, schools sometimes found that the level of training was not suitable

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for the person concerned and therefore a waste of time and money. There was also concern about how staff achieved recognition for undergoing training that did not lead to qualifications, though many argued that this was best achieved through an appraisal process that clearly identified training needs. Most felt that it would be helpful if appraisal systems were linked in some way to nationally recognised standards.

A further issue was the recognition of such training through competence based qualifications such as NVQs and SWiS. Most people thought it important that there should be opportunities for support staff to achieve recognition for the skills and knowledge that they had acquired through formal and informal development and on-the-job learning. However, there was some ambivalence towards the process of demonstrating to assessors that candidates were competent, with some seeing it as a 'tick-box and paper-chase' exercise.

Stakeholders commented that some training providers for the SWiS and NVQs insist that all candidates attend a generic training course and, as well as not recognising the different skills and knowledge that participants already have. This approach leads to candidates being directed towards a sub-set of the units available for ease of delivery purposes rather than those that are relevant to their particular role. Providers, on the other hand, expressed concerns about the expertise and capacity of their trainers and assessors to work across a broad range of units. Most felt that a greater involvement of schools and local authorities in the delivery and assessment of training and qualifications would help. They argued that school-based assessors would be familiar with the competencies outlined in units that were relevant to candidates in their setting and that local authorities would be able to link their training programmes to appropriate units and perhaps become a centre for qualifications, offering assessment and verification expertise. Where such models currently exist, stakeholders commented that they seem to be working well.

Some stakeholders argued that the introductory training should be turned into a qualification, with staff demonstrating that they could apply their learning in school. The majority felt, however, that this would lead to yet another qualification and that the SWiS already met the aims of an introductory qualification. Some local authorities had used the introductory materials as the basis for developing programmes that led to accreditation opportunities for SWiS/NVQ units and this was proving very successful.

Overwhelmingly, people wanted to see an incremental framework put in place that allowed school support staff to build their skills over time from initial training to full occupational competence and which offered full recognition of prior achievement.

Stakeholders demonstrated a degree of confusion over the relationship between competence-based and knowledge-based qualifications. On the one hand, some expressed concern that NVQ training and assessment did not always ensure that people had a sound

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knowledge base to underpin their practice; on the other, people were concerned that some qualifications were possible to achieve without any school-based assessment. All were agreed, however, that there should not be an expectation that people should collect a plethora of qualifications to be deemed 'qualified.'

Concerns were also raised about the number of specialist qualifications available, many of which related to specific aspects of special educational needs. Many of these included aspects common to all roles in supporting children's learning in order to accommodate those without previous experience or qualifications. This often led to them being fairly sizeable qualifications and off-putting for those who had already achieved vocational qualifications but wished to supplement this with some additional skills and knowledge. Because of the differing ways in which awarding bodies had developed their qualification units, opportunities for accreditation of prior learning (APL) were restricted.

Stakeholders also expressed concern about the lack of basic skills amongst some support staff, particularly those with poor literacy or English language skills. Staff lacking these skills are unable to benefit fully from training opportunities or achieve qualifications. Information Technology and numeracy skills were also identified as a problem, the latter particularly amongst those supporting children's learning and catering staff who have to meet complex nutritional standards. Some employers expressed the view that a certain level of language, literacy and numeracy ought to be a requirement of those working in schools although the majority felt that other attributes may be more important but agreed that employers should take steps to identify and help staff address any basic skills needs early in their career.

Stakeholders also felt that available technology (hardware and software) was often not used as effectively as it could be, because of the lack of skills in the workforce. Personalisation of teaching and learning and increased data collection and analysis also highlighted the need for enhanced ICT skills amongst school staff.

Remodelling, in particular, has led to the creation of new roles in the school workforce (eg. cover supervisor) as well as the expansion or refocusing of existing ones, such as teaching assistant. People felt that the current range of qualifications did not adequately reflect the changes in schools over the past few years or support the training of people in new and emerging roles.

Those consulted also felt that recent and proposed changes meant that there was a much greater need for higher level skills (NQF level three and above) amongst support staff. These included:

- an increased need for school business managers to relieve burdens on head teachers, especially with the move to extended services

- more pastoral and welfare staff to free teachers to concentrate on teaching; for example, non-teaching heads of year, assistant SENCOs and people trained to work with

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families and carers

- more support staff taking on line and team management responsibilities

- more support staff able to take on coordination roles, in particular in liaising with other organisations and agencies (extended service provision and the introduction of 14 -19 diplomas were particularly cited here)

- more support staff with an increasingly specialised knowledge of SEN and specific learning difficulties to support the SENCO

- more behaviour and attendance specialists amongst support staff

- increased subject knowledge for teaching assistants, in particular to support a more personalised approach to learning

- more staff coming into schools with vocational expertise to support the introduction of diploma lines and to provide specialist support to teachers.

A large proportion of those consulted felt that skills gaps at specialist and management level could be addressed through in-house development activities but, where external training and accreditation was offered, they felt that much could be delivered through higher education - HE certificates or foundation degrees - rather than through the national qualification framework accredited provision. This was because they felt that HE qualifications would give support staff more credibility when negotiating with teaching staff and those in other agencies, as well as providing more opportunities for progression.

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Recent developments in training and qualifications

National occupational standards review

In parallel with the consultation on current provision, the TDA, with its partners in Wales, Scotland and Northern Ireland, conducted a review of the national occupational standards for teaching/classroom assistants originally developed by the Local Government National Training Organisation (LGNTO) in 2001. Extensive consultation was carried out across the UK, including focus groups, liaison with representative bodies and two online consultations, to ensure that the standards truly reflected the occupational roles of learning support staff across the UK. Employers and practitioners were very much involved in the development process to ensure that the standards are practical and relate directly to the reality of how schools operate in each of the home nations.

The national occupational standards for supporting teaching and learning in schools (STL NOS) apply to anyone who provides direct support for teaching and learning in any type of school – primary, secondary or special. They have been developed in the light of significant changes in support staff roles following implementation of the National Agreement on Raising Standards and Tackling Workload[ix]. They still cover the role of teaching assistant but have been broadened in scope to include new roles and responsibilities such as cover supervision, exam invigilation, pastoral care and others.

Consultation with an extensive range of stakeholders including school leaders and learning support staff identified the skills and knowledge that everyone who supports teaching and learning in schools would need regardless of differences in their overall job role and responsibilities.

The common expectations of all those working in this occupational area have been incorporated into a set of 'core' units that underpin the diversity of roles and responsibilities carried out by learning support staff.
Some of the responsibilities or functions have been defined at two levels of practice:

- for those new to the role and/or whose responsibilities at work are limited in scope, and

- those with more experience and autonomy and whose working role calls for competence across a varied range of responsibilities.

These core units will be mandatory units for the national vocational qualifications (NVQs) at levels two and three which will be based on the standards.

[ix] http://www.tda.gov.uk/upload/resources/na_standards_workload.pdf

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The STL NOS also support the aims of Every Child Matters by reflecting the Common Core of Skills and Knowledge and, where appropriate, including units drawn from sets of standards originally developed by other sector bodies with responsibility for children's workforce roles. This also helps facilitate transfer and progression across the wider children's workforce.

A full list of the units contained in the STL NOS and the NVQ qualification structures are available at Annex C. NVQs will be available in February 2008 and guidance on both the NVQs and on using NOS for a range of training and development purposes is available on the TDA web site[x].

Introductory training

TDA's induction materials support introductory training. Since the materials were developed, the context in which introductory training takes place has changed significantly. With the development of the STL NOS, the introduction of the qualifications and credit framework (QCF) and the Common Core of Skills and Knowledge for the Children's Workforce, schools and local authorities are in a position to plan development pathways that are more closely matched to individual needs and circumstances. The increased diversity of job roles, and of demands on support staff, also requires a fresh look at the development opportunities that are needed for staff who are new to their role.

In 2008/09, the TDA plans to produce guidance for local authorities on how the current materials map to the new STL NOS, and can be used to support achievement of the forthcoming STL NVQ at levels two and three. The guidance will also provide clarity about the relationship between the materials and other relevant training including the support work in schools (SWiS) qualifications, and training and resources provided by organisations such as the National Strategies and the Children's Workforce Development Council (CWDC).

The guidance will also support local authorities in customising and supplementing the TDA induction materials with other resources to meet the specific needs of local school staff. It will be the first step in supporting schools and local authorities in the development of more flexible approaches to introductory training that are in line with the implementation of the QCF in 2010.

Support work in schools

The TDA has agreed with awarding bodies and stakeholders that the optional units within the SWiS suite of qualifications will be reviewed on an annual basis. Each year the qualification will be reviewed in the light of revisions to

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[x] Insert NOS guidance web ref

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national occupational standards and feedback on any gaps or units with minimal take-up. Information from the version of SWiS being trialled in the QCA's developing qualification and credit framework and the findings of the research into the impact of the qualification that began in January 2008 will also inform development activity.

School business managers

In recent years, the role of the SBM has taken on increasing importance as business functions in schools expand. Initiatives such as workforce remodelling, extended schools, the devolution of financial autonomy and accountability to schools, and the growth in head teacher workload have contributed to the development of the role. At the same time new school management structures have emerged as schools enter into federations or collaborate in other ways to deliver new services or achieve efficiencies. The PriceWaterhouseCoopers Independent Study into School Leadership[xi] recommended a range of non-traditional leadership models and other strategies to support school leadership in this new environment.

Most recently, the Secretary of State for Children, Schools and Families has asked the NCSL to begin work to explore the potential for two new higher level roles in supporting school leadership: advanced school business managers (ASBMs) and school business directors (SBDs). Working in partnership with DCSF, the TDA, local authorities and many other stakeholders, the NCSL is establishing 24 demonstration projects to test the concept. TDA will work with the NCSL and other partners to ensure consistency with other areas of the Agency's work, including school modernisation, support for extended schools, and development of standards and qualifications for the whole school workforce.

Foundation degree framework for the school workforce

The TDA is working with the body set up to promote and support foundation degrees, Foundation Degree Forward (fdf), to develop a foundation degree framework (FDF) for the school workforce. The FDF will include information about the workforce and its needs, and will specify the desirable content of foundation degrees intended for the sector.

The TDA plans to consult with stakeholders (providers, employers and learners) and sector bodies. The Children's Workforce Development Council has been asked to work towards establishing a framework for foundation degrees across the children's workforce.

Work to develop the FDF should be completed by Autumn 2008. This will ensure that foundation degrees can be developed or reviewed in time for them to be included in the integrated qualifications framework (IQF) for the

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[xi] http://www.dfes.gov.uk/research/data/uploadfiles/RR818A.pdf

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children's workforce by 2010.

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Anticipated changes in future employment patterns and the key drivers for change

The following initiatives and policies are beginning to have an effect on the future employment patterns and the qualification and training needs of staff employed in the school sector:

The **National Agreement on** Raising Standards and Tackling Workload[xii] which was signed by the Government, employers and most school workforce unions in January 2003 has been the impetus for a significant increase in the number and diversity of roles for supporting teaching and learning in classrooms in England and Wales. The expansion in support staff numbers and roles in England and Wales means that there are now greater opportunities for some individuals to take on leadership responsibilities and/or specialist roles within schools. These changes informed the revised NOS for supporting teaching and learning in schools which will, as other qualifications reach the end of their accreditation period, be reflected in vocational and occupational qualifications.

Ofsted, in its reports on the impact of remodelling the school workforce[xiii] (Ofsted 2004 and 2005), has identified a broadening of teacher assistant roles, especially in primary and special schools, to include:

- team teaching

- whole school responsibilities eg. literacy coordinator

- providing specialist support for planning and delivery of the curriculum, eg. ICT, work-related curriculum and study skills

- providing dedicated support eg. for behaviour, attendance, SEN

- organising a range of extra-curricular activities.

Other research into the role of teaching assistants in England indicates that they are increasingly involved in working with pupils to support learning and achievement. They have a key role in supporting pupils with additional needs and leading intervention programmes. As well as informing both the revision of the HLTA professional standards and the new STL NOS, there is likely to be a need for research to consider the needs of previously qualified staff whose roles have been enhanced or refocused as a consequence of remodelling.

The **Independent Study into School Leadership** on behalf of the DCSF (PriceWaterhouseCoopers 2007) found that expectations of school leaders had changed significantly from those of even just a few years ago. The role has become more challenging both in the complexity and range of tasks undertaken and the need to develop a new set of skills, particularly around

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[xii] http://www.tda.gov.uk/upload/resources/na_standards_workload.pdf
[xiii] http://www.ofsted.gov.uk/assets/3761.pdf & http://www.ofsted.gov.uk/assets/4115.pdf

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collaborative working within the school and beyond. The recommendations of the study include a move towards diverse models of school leadership, including the promotion of suitably qualified people from outside the school sector into school leadership roles and reviewing the ways in which senior support staff are deployed and rewarded.

Every Child Matters (ECM) Every Child Matters: Change for Children[xiv] (DfES 2004) explains how the Children Act 2004 forms the basis of a long-term programme of change in England. It sets out the Government's vision for children's services and seeks to improve outcomes for all children and young people. The Government's aim is for every child, whatever their background or circumstances, to have the support they need to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being

The document sets out the national framework for local change programmes to build services around the needs of children and young people to maximise opportunity and minimise risk, including:

- encouraging schools to offer a range of extended services that help pupils engage and achieve, and build stronger relationships with parents and the wider community
- supporting closer working between universal services like schools and specialist services so that children with additional needs can be identified earlier and supported effectively.

Every Child Matters: Change for Children also includes a commitment to introduce a **common core of skills and knowledge** so that everyone working with children and young people can develop a shared language and understanding of issues, and be supported in working more closely together. The Common Core Prospectus[xv] (DfES 2005) sets out required knowledge and skills to practise at a basic level in six areas of expertise:

- effective communication and engagement with children, young people, their families and carers
- child and young person development
- safeguarding and promoting the welfare of the child
- supporting transitions
- multi-agency working

[xiv] http://www.everychildmatters.gov.uk/_files/F9E3F941DC8D4580539EE4C743E9371D.pdf
[xv] http://www.dfes.gov.uk/commoncore/docs/5610_COMMON_CORE.pdf

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- sharing information.

In developing qualifications for the school workforce, awarding bodies and others need to ensure that they reflect the Common Core appropriately and that they support the aims of the Every Child Matters agenda, recognising the place of school practitioners within an integrated approach to children's services.

The development of an **integrated qualifications framework (IQF)** for the children's workforce was a key commitment in the follow-up Government publication, Building a World-Class Workforce for Children, Young People and their Families, which was published in February 2006. It was accompanied by the document Building an Integrated Qualifications Framework, which highlighted the issues to be addressed and action required to establish the framework and identified the Children's Workforce Network (CWN) as the Government's delivery partner. A further document, Clear Progression: Towards an Integrated Qualifications Framework, published in November 2006, described the next steps in the implementation process. It set out a vision for the IQF "…to establish a qualifications framework that has acceptance and credibility across the children's workforce at all levels and that:

- helps people deliver services that improve the lives of children, young people and those that care for them

- raises the profile and status of the children's workforce

- meets the needs of employers."

The DCSF has recently been consulting on a **Children's Plan**[xvi] published in December 2007 which sets out how, over the next decade, the Government, parents, the voluntary sector and schools can work together to ensure that every child gets the best start in life and the support they need to fulfil their potential and be happy, healthy and safe.

Proposals from the Children's Plan that may impact on support staff training and development include proposals for personal tutors in secondary schools and the setting up of a new negotiating council for the employment arrangements of school support staff.
The Children's Plan also sets out the following commitments:
- continued investment in a national programme to support high quality teaching in English and mathematics, through the Primary and Secondary National strategies
- refreshing the skills strategy for the wider schools workforce
- fair rewards for support staff through the creation of a new negotiating council to develop a framework for their pay and conditions
- launch of projects to test the roles of advanced school business manager and school business director.

[xvi] http://www.dfes.gov.uk/publications/childrensplan/downloads/The_Childrens_Plan.pdf

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Removing Barriers to Achievement, The Government's Strategy for SEN[xvii] (DfES 2004) sets out the Government's vision for giving children with special educational needs (SEN) and disabilities the opportunity to succeed.

Personalised learning is a key component of the SEN strategy. Personalised learning embraces every aspect of school life including teaching and learning strategies, ICT, curriculum choices, organisation and timetabling, assessment arrangements and relationships with the local community – all of which may impact on the role, working practices and professional relationships of teaching assistants who work with pupils with SEN and disabilities.

The strategy recognises the valuable role of teaching assistants in providing, where necessary, one-to-one support to children with SEN and disabilities within their wider support role in the classroom. It includes a commitment to build on the successful induction training materials on SEN for assistants working in both primary and secondary schools, to address their training needs, including developing specialist resources geared to particular areas of SEN. The strategy also includes a commitment to seek further opportunities to promote effective joint-working by teachers and learning support assistants (LSAs). One of the commitments for delivering improvements for pupils with SEN and disabilities is to provide training for learning support assistants to deliver therapy programmes to support pupils' learning.

A key component of developing a qualification framework for the sector will be consideration of the range of accredited specialist qualifications for those who support children and young people with special educational needs and their relationship with each other and those qualifications designed for non-specialists.

2020 Vision, Report of the Teaching and Learning in 2020 Review Group[xviii] (DfES 2007) stressed the importance of personalised learning and teaching, assessment for learning, the use of ICT to enhance collaboration and creative learning, and greater use of adults other than teachers to extend the range of skills and support for pupils. It also noted the increasing role of support staff in providing aspects of pastoral care.

Developing the school workforce must be informed by an understanding of the skills that are particularly important in personalising learning. These were identified as:

- analysing and using data, with a specific focus on assessment for learning

- understanding how children learn and develop

[xvii] http://www.teachernet.gov.uk/_doc/5970/removing%20barriers.pdf
[xviii] http://publications.teachernet.gov.uk/eOrderingDownload/6856-DfES-Teaching%20and%20Learning.pdf

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- working with other adults (including parents and other children's services professionals)

- engaging pupils as active participants in learning

The **14-19 Education and Skills White Paper[xix]** (DfES 2005) is the Government's response to the issues raised by the Working Group on 14-19 Reform, chaired by Sir Mike Tomlinson, on how to fulfill the needs and aspirations of every young person.

Central to 14-19 reform is the new curriculum and qualifications entitlement, for all young people. At the heart of this new entitlement is that every 14 to 19-year-old will be entitled to pursue any one of the 14 specialised diplomas at an appropriate level wherever they are in the country. The Government does not expect any single institution to deliver the full entitlement by acting alone, but to develop arrangements with other local schools and colleges so that between them they can offer the full entitlement to all young people. The diplomas play a key role in the Government's plans to improve the proportion of young people not in education, employment or training (NEET) by raising attainment and participation.

The two white papers and the Education and Inspections Bill 2006 have implications for the training and deployment of support staff in relation to working with parents, working with other schools, colleges and providers to deliver the diploma entitlement to young people aged 14-16, and opportunities to contribute to extended services.

Raising Expectations: Staying in Education and Training Post-16[xx], was published in 2007. In this document, the DCFS proposed to raise the minimum age at which a young person could leave education or training to 18. This will be done in two stages; to 17 from September 2013 and to 18 from September 2015. This would mean that every young person would continue to pursue a course of education or training, at least until their 18th birthday, with the aim of improving attainment which will benefit young people and develop their skills as future members of the workforce. A young person could study or train in a school or college, with a work-based learning provider or with an employer. They would be working towards an accredited qualification, including general qualifications, one of the new diplomas, or an apprenticeship. This is likely to lead to a greater number of pupils within schools, and therefore a related demand for support staff in learning support, welfare and coordination roles.

In 2004, the Government and the Learning and Skills Council (LSC) announced the **reform of apprenticeships**. The aim is for an employer-led system where flexibly designed apprenticeships meet the different workforce

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[xix] http://www.dfes.gov.uk/publications/14-19educationandskills/pdfs/14-19WhitePaper.pdf
[xx] http://www.dfes.gov.uk/consultations/downloadableDocs/6965-DfES-Raising%20Expectations%20Green%20Paper.pdf

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development needs of different sectors. The reformed system involves the removal of the current age limit of 25 and establishes a new 'Young Apprenticeships' programme for 14-16 year olds still at school. The TDA has the responsibility for the apprenticeship frameworks for supporting teaching and learning in schools (formerly the apprenticeships for teaching/classroom assistants). The TDA will be working with partners and stakeholders to consider implications for the future development of apprenticeship frameworks for the sector.

Extended schools (DfES 2005) are at the heart of delivering the Every Child Matters outcomes for children and families in England. They offer a model of integrated working which will make it easier for professionals and agencies to work together.

Extended schools provide a range of services and activities, often beyond the school day, to help meet the needs of children, their families and the wider community. Extended services can include childcare, adult education, parenting support programmes, community-based health and social care services, multi-agency behaviour support teams and after-school activities. The aim is to provide a core offer of extended services available to all children accessible through schools by 2010, with half of primary schools and a third of secondary schools doing so by 2008. The latest figures show that 8,000 schools are now offering access to the full 'core offer' of extended services – 2,000 more than the Government target for Autumn 2007. Some 72 per cent of schools in England are already offering some extended provision.

While many schools may choose to develop an even richer mix of services and activities, the core offer for mainstream and special schools is:

- swift and easy referral to a wide range of specialist support services such as speech therapy, child and adolescent mental health services, family support services, intensive behaviour support, and sexual health services; some may be delivered on school sites

- parenting support including information sessions for parents at key transition points, parenting programmes run with the support of other children's services and family learning sessions to allow children to learn with their parents

- a varied programme of activities, such as homework clubs and study support, sport (at least two hours a week beyond the school day for those who want it), music tuition, dance and drama, arts and crafts, special interest clubs such as chess, visits to museums and galleries, learning a foreign language, volunteering, business and enterprise activities

- providing wider community access to ICT, sports and arts facilities, including adult learning

- high-quality childcare provided on the school site or through clusters or other local providers, with supervised transfer arrangements where appropriate, available 8am – 6pm

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all year round.

The extended schools agenda is likely to lead to opportunities for new and enhanced roles for those support staff who wish this, as well as a greater emphasis on working with colleagues from a range of disciplines and agencies for all. Again, the differing approaches to extended provision likely to be adopted by schools demands a flexible approach to skills development for school-based staff.

Turning the Tables: Transforming School Food [xxi], published by the School Meals Review Panel in October 2005, recommended the transformation of school food and food skills to improve health and education for school age children and young people. The School Food Trust was set up in 2005 to promote the education and health of children and young people by improving the quality of food supplied and consumed in schools. The Trust's aims are to:

- ensure that all schools meet the food based and nutrient based standards for lunch and non-lunch food

- increase the uptake of school meals

- reduce diet-related inequalities in childhood through food education and school based initiatives

- improve food skills through food education and school and community initiatives

The standards for school food were announced in May 2006 and came into force in September 2006. The Government has introduced new regulations that update the 2006 regulations for interim food-based standards for school lunches from September 2007; these apply to non-lunch provision from September 2007, and introduce the food and nutrient-based standards by 2008 for primary and 2009 for secondary schools. This has led to increased demand for qualifications for school caterers that enable them to develop the craft skills needed to prepare fresh food as well as the understanding required to develop menu plans that meet the nutritional standards. There may also be implications for the qualifications designed for those who make decisions about school meal provision or who support pupils to make healthy choices.

[xxi] http://www.schoolfoodtrust.org.uk/UploadDocs/Library/Documents/SMRPReportAppendices.pdf

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Qualification Reform

The training and qualification provision for school support staff is also affected by the sector-wide programme of qualification reform:

Leitch Review

The Leitch Review of Skills, Prosperity for all in the Global Economy [xxii] highlighted the importance of considering employers' views during the development and delivery of all training and qualifications in order to ensure that the nation's workforce has all the skills it needs for the future. A number of projects are evolving from the Leitch Review including The New Standard[xxiii], a way of ensuring that training providers are incorporating employer needs into any provision.

QCF

The Qualifications and Curriculum Authority (QCA) is currently trialling a new qualifications framework which is likely to replace the national qualifications framework (NQF). The new framework is called the qualifications and credit framework (QCF)[xxiv]. The QCF will be based on a bank of qualification units, each of which will have a level and credit value. Rules of combination will be developed to determine how units can be combined into worthwhile qualifications. The new framework is intended to be more flexible, easier to understand and more robust than the current framework.

It is likely that by 2010 all qualifications currently on the NQF will either have to be converted so they can be on the QCF or they will no longer be accredited. This presents us with both a challenge and a significant opportunity. The TDA sees its role as working with other sector bodies and awarding bodies to ensure that suitable units are developed or converted for all roles within the wider school workforce and also to ensure that rules of combination reflect the needs of the sector. We believe that it is essential that the TDA can influence rules of combination covering any qualifications which may be relevant for school support staff. In many cases other sector bodies lead on qualifications for roles undertaken within a school setting such as cleaning, catering and administration. The TDA is committed to forging strong relationships with other bodies in order to ensure that the needs of school support staff are considered whenever new units and qualifications are being developed for the QCF.

There is no expectation that support staff with relevant qualifications that formed part of the former national qualifications framework (NQF) will be

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[xxii] www.hm-treasury.gov.uk/independent_reviews/leitch_review/review_leitch_index.cfm
[xxiii] www.newstandard.co.uk/
[xxiv] www.qca.org.uk/qca_8150.aspx

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expected to take newer versions of these qualifications through the QCF. However, occupational and professional standards can be used by support staff and their managers to identify areas where skills and knowledge may need updating. The TDA provides web-based guidance and tools for school leaders to support this activity.

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Priority qualifications within the national qualifications framework (QCF)

Until qualifications have been revised to meet the criteria for admission to the QCF, those who accredit and fund nationally recognised qualifications require guidance on which qualifications most meet the needs of the sector.

All of those qualifications listed at Annex B, Table two have been identified by schools and local authorities as meeting the needs of members of the school workforce. The large number and levels of qualifications reflect the diversity of roles within the sector. Stakeholder consultation established that the sector felt that the key qualifications were those that:

- ensured that all staff had a basic understanding of their role in school and the common core
- were sufficiently flexible to allow for the different functions performed in different schools, even by those with the same job titles
- allowed appropriate opportunities for transfer and progression across the children's workforce and beyond
- were based on national occupational standards, and
- either attested to full occupational competence or, for those not yet able to achieve all of the units within a full level two or three qualification, represented progression towards such qualifications.

Stakeholders were concerned about the number of large qualifications that support staff seemed to be expected to take each time the focus of their role changed and that made little or no allowance for skills and knowledge gained in related roles. Qualifications based on units of occupational standards were felt to have such recognition 'in-built' and so were favoured by stakeholders.

Although those consulted were keen to stress that there was still a place for qualifications at level two or below for some support staff roles, they argued that support staff roles were increasingly requiring skills at level three and above of the NQF, citing the increasing number of support staff working in specialist roles and/or with line management responsibilities.

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Proposals for future qualification development

Proposal for a new competency-based framework for school support staff

The opportunity provided by the new qualification and credit framework to use individual units as the building blocks of qualifications is welcomed by the TDA as offering the following benefits:

- units can be developed that are relevant to more than one section of the children's workforce, supporting both transfer and progression and opportunities for multi-agency training
- units can be put together in a variety of ways that mirror the diversity of school support staff roles
- using the same units in many different qualifications allows opportunities for the direct transfer of credit if staff move to a different but related role
- qualifications for new roles can be available more quickly as existing units can be combined in new ways to meet emerging needs
- it will be easier for support staff to build incrementally towards larger qualifications as their role develops.

People working in schools undertake a huge range of tasks and need to demonstrate an ever wider range of competencies. Many school support staff have unique jobs requiring different combinations of competencies from anyone else. A competency framework for the school workforce needs to allow for progression upwards along a specialist career path, sideways along a more generalist path or into a different role or a different sector entirely. It also needs to facilitate progression into the school workforce from other sectors. The challenge is to articulate all the competencies that could be relevant to the school workforce.

Once those competencies have been identified, rules of combination will define the mandatory and optional units that make up qualifications within the new framework. It should be clear how each qualification accredited to the new framework will improve the effectiveness of an individual and how, taken in its entirety, the framework will improve the effectiveness of the whole school team. It is also essential that employers believe that each qualification is relevant and that it tells them something useful about the person achieving it.

On a more practical note, employers' needs are not the only ones to consider. Demands should not be so onerous as to dissuade candidates from undertaking or achieving qualifications. Technical requirements are needed to ensure quality, relevance and transferability, however they should be kept to the minimum necessary to achieve this so

as not to prevent awarding bodies from offering the qualifications or training providers from developing the courses needed.

Some existing qualifications will need to change in order to meet the requirements of the QCF. The support work in schools (SWiS) qualification is a small and flexible qualification which allows learners to build up their confidence. It allows staff to specialise as they develop their skills and knowledge. NVQs are more challenging qualifications which allow candidates to demonstrate full occupational competence. Both types of qualification allow candidates to work at their own pace, selecting and completing relevant units as they progress.

Currently candidates can progress from the SWiS to an NVQ by providing additional evidence, but this progression is not automatic and the process could be made simpler by using the same assessment strategies for common units. The QCF provides an opportunity to develop a simpler qualification structure which more readily supports progression. Lessons learnt and key features from the SWiS and NVQ qualifications will be reflected in future qualification development. The proposed framework will also meet the requirements of introductory training for school support staff, currently met through the development of training modules by the TDA and its partners.

Consultation with stakeholders found little evidence of roles in the school workforce below level two. Evidence also suggests that above level three, more specialised training and development is needed. There are already a number of opportunities for development at higher levels, for example the certificate and diploma in school business management, higher level teaching assistant (HLTA) status, higher level NVQs in many areas, foundation degrees and other HE provision.

The TDA is proposing to work with the QCA, awarding bodies and other sector bodies to develop a competency-based framework for the wider school workforce at levels two and three with a review of provision within the sector both below and above these levels.

The proposed framework will offer maximum flexibility for school staff and for their employers. The framework will meet QCF requirements and will allow individuals to develop and specialise through the gaining of an award, certificate and diploma; with the diploma representing full occupational competence in a given field. Some new units may need to be developed, but the majority will be units developed for the QCF and based on NOS. Those units will often have been developed by other sector bodies and will also appear in their qualifications. The TDA will work closely with relevant awarding bodies and sector bodies to ensure that each career pathway is fit for purpose and allows for progression either within the school sector, into other areas of the children's workforce or into other relevant sectors.

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The TDA will need to represent the interests of its wider workforce when other standard setting bodies are revisiting standards and qualification provision for job roles where the TDA has a vested interest. The TDA must engage with a number of SSCs to ensure that the proposed core units find a place in the rules of combination for qualifications within other frameworks devised by SSCs.

A range of units will be available on the QCF unit bank; many of these will be based on NOS. All units will be represented as blocks of credit at a particular level. Each credit represents an average of ten hours study. A five credit unit would take an average of 50 hours to complete. This 50 hours represents the total investment of the learner including teaching time, self study and assessment.

Currently the QCA is proposing a range of 10-120 hours for an award, 130-360 hours for a certificate and 370 + hours for a diploma. The TDA will work with awarding bodies to create rules of combination to support awards, certificates and diplomas at levels two and three of the qualification framework suitable for school support staff.

The award will be a small qualification containing those aspects of the Common Core of Skills and Knowledge for the Children's Workforce which are deemed relevant to all school staff along with any other knowledge deemed essential for all members of the wider school workforce and a small amount of occupational knowledge and skills. It will be similar in its structure and aims to the existing support work in school qualifications and be particularly suitable for:

- those who are qualified/experienced in a particular profession, but new to a school setting; cluster awards could be developed to support transition into the sector
- those who are not yet employed in the sector with limited access to a school; these candidates require a qualification that provides a basic understanding of the Common Core and some knowledge about working in a school
- those who have not taken a qualification for some time and who may not be ready to embark on a larger qualification
- those who work part-time and who may find it difficult to access a larger qualification.

The certificate will be a larger qualification suitable for staff who are starting to specialise or those who undertake multiple roles. This option will build on the award, but would include a greater number/range of optional units. Units could be selected from an occupational pathway or could be more varied. It is likely to include a wider range of units that attest to competence in the workplace and be suitable for those who already work in the sector or who have access to a work placement. For those with a

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multiple or diverse role, this option will be similar to larger qualifications within the support work in schools suite; others may begin to specialise within a particular role and choose a certificate that recognises this through the combination of units and the qualification title.

The diploma will be a large qualification roughly equivalent in size to an NVQ. It would allow staff to demonstrate full occupational competence in a particular occupational pathway. The TDA would specify which units were mandatory and optional for diplomas related to supporting teaching and learning in schools. Other sector bodies would decide which units are included within their diplomas. It is essential that the TDA works with other sector bodies, including those who represent other parts of the children's workforce, to ensure transferability across sectors.

We propose two wider workforce mandatory units which cover Common Core essentials, working in a school and basic health and safety for all school staff.

Proposed model for qualifications at levels two and three within the school wider workforce:

	Award (starter or top-up qualification)	Certificate (starting to develop occupational specialism)	Diploma (occupationally competent)
Pre-employment route (technical certificate)	Wider workforce (WW) mandatory units Choice from a limited range of knowledge-based optional units		

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Employment route, (SWiS→NVQ)	WW mandatory units Free choice from specialist units	(endorsed pathway) WW mandatory units Choice of optional/mandatory specialist units within pathway Limited number of free-choice specialist units	(STL) WW mandatory units Occupational mandatory units within pathway Occupational optional units within pathway Limited number of free-choice specialist units **or** (other sector) Additional units specified by relevant sector body as necessary to achieve occupational competence
Supporting transfer and progression (cluster awards)	Cluster of units to support the transfer into the school workforce or movement between occupational settings		

In addition to the pathways that gradually develop occupational competence, small cluster qualifications could be developed to augment knowledge and skills gained in one role or sector so that the candidate has all the skills and knowledge he or she needs to perform effectively in another, related role, without having to duplicate evidence. For example, a combination of units could be specified within the QCF that provided the additional skills and knowledge necessary for someone who had qualified in a children's social care setting to be fully competent as a teaching assistant. The rules of combination would recognise those units from their previous qualification that were relevant to their new role and only require the candidate to supplement them with those additional units relating to supporting teaching and learning. The TDA will work with awarding bodies as well as other sectors to consider demand and how to develop appropriate cluster awards.

Some examples of how the proposed framework could work in practice are given in Annex D.

The QCF offers opportunities for the direct recognition of

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credit gained through different awarding bodies. The diversity of roles amongst school support staff and the wide range of skills and knowledge needed make it difficult for awarding bodies to offer qualifications and assessment expertise across all pathways. The framework would offer opportunities for awarding bodies to offer particular endorsed pathways while agreeing to recognise the core units – and any other units that may appear in more than one pathway – that a candidate may have previously achieved, including those awarded by another awarding body.

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Future provision

Other qualifications within the QCF

Where awarding bodies wish to develop specialist qualifications (for example, for those supporting pupils with a specific learning difficulty), the TDA would expect them, in proposing qualification structures, to include existing knowledge or practice units, where appropriate, supplementing them with additional units as required, or to specify where these qualifications are designed to build on existing skills and knowledge. This approach would allow candidates to use these qualifications either as continuing professional development or as a context in which to develop a mix of generic, transferable knowledge and competence as well as specialist skills.

Opportunities for distance learning are increasing and many school staff find distance learning a convenient and appropriate route. In developing qualifications suitable for distance learning, qualification developers need to consider what kinds of qualification may be suitable – for example, those designed to supplement an already occupationally competent practitioner's knowledge of a specific learning difficulty – so that candidates and schools can clearly understand the role of such qualifications.

In supporting the development of new qualifications as part QCF, the TDA will have regard to the following principles:
- qualifications for school support staff should reflect the Every Child Matters outcomes and the Common Core of Skills and Knowledge for the Children's Workforce appropriately
- decisions about qualification development should recognise that the majority of school staff are part of a wider children's workforce.
- relevant qualifications should be considered for inclusion on the integrated qualification framework (IQF) for the children's workforce
- qualifications should reflect the needs of different working patterns within the school workforce including those who work part-time or have multiple roles.
- qualifications should allow for progression and provide opportunities for direct transfer of credit for previous learning
- new qualifications should be developed only where there is a strong rationale for so doing and the content should supplement or include existing units where available
- qualifications should link to relevant occupational or professional standards
- the qualification proposal should demonstrate how it meet the needs of schools and is distinct from existing provision

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Knowledge, skills and competency can be developed over time, but they do not necessarily develop at the same rate and they are not acquired in the same way. Knowledge is gained through discovery either through reading, formal teaching or research, skills are gained through observing and doing and competency is developed over a period of time by assimilating knowledge and skills.

Staff can continue to develop skills and knowledge throughout their careers. Catering staff may want to learn about special diets (diets that take account of allergies, medical conditions, culture and religion). There will be a range of ways to acquire additional knowledge and skills such as short courses which may or may not lead to accredited qualifications. Those developing non-accredited training provision for school-based staff should consider how such courses link to occupational or professional standards and opportunities for recognition of learning through units within the framework. This will support schools to make better links between training and the particular needs of their staff.

The TDA will work collaboratively with SSCs and other sector bodies to ensure that the many people based in schools, whose roles are not part of the core children's workforce (such as premises staff), have relevant qualification pathways available to them as well as opportunities to develop skills and knowledge in working with children and young people.

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Implementation Plan

Because the TDA's proposals for a competence framework for all school support staff will draw heavily on units developed by other sector bodies and their awarding bodies, implementation will be towards the end of the development period for the QCF. It would work against the improvement of opportunities for the transfer of credit, if the TDA were to develop its own versions of QCF units based on the NOS of other sectors. The table below proposes a realistic timescale for the implementation of the proposals:

2008/2009	
Finalise and publish sector qualification strategy	
April -June 08	Consultation on draft sector qualification strategy
July 08	Changes in light of feedback
Aug 08	Publish SQS
Aug – Dec 08	Explore implications with partners
Development of foundation degree framework for school support staff	
Autumn 08	Publish FDF
Development of competency-based framework for school support staff	
Sept 08 -March 09	Consult SSCs and sector bodies from whose standards we would like to draw, find out about their plans and timelines and agree how we can cooperate
Sept 08 -March 09	TDA to prepare mandatory SWiS units and NVQ supporting teaching and learning units for QCF
Sept 08 -March 09	TDA to work with awarding bodies, sector skills councils and sector bodies to develop rules of combination
2009/2010	
Accreditation of new competency-based framework for school support staff	
April 09	Support awarding bodies to develop their qualifications offers for school staff on the QCF
April 09	Qualifications submitted for accreditation to the QCF and IQF

2010	Delivery of accredited qualifications

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Annex A Children's Workforce Network membership

The Children's Workforce Network (CWN) consists of:

i) Children's Workforce Development Council, part of Skills for Care and Development

ii) Skills for Justice

iii) SkillsActive

iv) Skills for Health

v) Lifelong Learning UK

vi) Creative and Cultural Skills

vii) The Training and Development Agency for Schools

viii) General Social Care Council

ix) Nursing and Midwifery Council (representing all health related regulatory bodies)

x) General Teaching Council for England

xi) Improvement and Development Agency (Local Government)

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Annex B Qualifications and awarding bodies

Table one lists abbreviations and website addresses for the awarding bodies that offer NQF accredited qualifications included on the career development framework for school support staff. A full contact list of all awarding bodies is also available at www.dfes.gov.uk/section97/awarding_bodies.shtml

Table two shows the awarding bodies for each of the accredited further education qualifications included on the framework listed by level and in alphabetical order. For details of higher education providers, visit www.ucas.com

Details of training and qualifications not accredited to the NQF or higher education framework are provided in annex three.

Table one awarding bodies

Abbreviation	Awarding body	Website
1st4sport	1st4sport Qualifications	www.1st4sportqualifications.com
AAT	Association of Accounting Technicians	www.aat.co.uk
ABBE	Awarding Body for the Built Environment	www.abbeqa.co.uk
ABC Awards	ABC Awards	www.abcawards.co.uk
ACCA	Association of Chartered Certified Accountants	www.accaglobal.com
AQA	Assessment and Qualifications Alliance	www.aqa.org.uk
ASDAN	Award Scheme Development Accreditation Network	www.asdan.co.uk
ASET	ASET	www.aset.ac.uk
BCS	British Computer Society	www.bcs.org/bcs
CABWI	CABWI Awarding Body	www.cabwi.co.uk
CACDP	Council for the Advancement of Communication with Deaf People	www.cacdp.org.uk
CACHE	Council for Awards in Children's Care and Education	www.cache.org.uk
Cambridge ESOL	University of Cambridge ESOL Examinations	www.cambridgeesol.org

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Abbreviation	Awarding body	Website
CIEH	Chartered Institute of Environmental Health	www.cieh.org.uk
CIPD	Chartered Institute of Personnel and Development	www.cipd.co.uk
City & Guilds	City & Guilds	www.city-and-guilds.co.uk
CMI	Chartered Management Institute	www.managers.org.uk
CPCAB	Counselling and Psychotherapy Central Awarding Body	www.cpcab.co.uk
CYQ	Central YMCA Qualifications	www.cyq.org.uk
EAL	EMTA Awards Limited	www.eal.org.uk
Edexcel	Edexcel Limited	www.edexcel.org.uk
EDI	Education Development International plc	www.ediplc.com
ESB	English Speaking Board (International) Ltd	www.esbuk.org
FAQ	First Aid Qualifications	www.firstaidqualifications.com
HAB	Hospitality Awarding Body	www.hab.org.uk
IAB	International Association of Bookkeepers	www.iab.org.uk
ILM	Institute of Leadership and Management	www.i-l-m.com
IMI	Institute of the Motor Industry	www.motor.org.uk
JEB	Joint Examining Board	www.jeb.co.uk
MTC	Meat Training Council	www.meattraining.org.uk
NCFE	NCFE	www.ncfe.org.uk
NEBOSH	National Examination Board in Occupational Safety and Health	www.nebosh.org.uk
NOCN	National Open College Network	www.nocn.org.uk
OCNW	Open College of the North West	www.ocnw.com
OCR	Oxford, Cambridge and RSA Exams	www.ocr.org.uk
OU	Open University	www.open.ac.uk
PAA/VQSET	PAA/VQSET	www.paa-uk.org
QFI	Qualifications for Industry	www.ediplc.com
RIPH	Royal Institute of Public Health	www.riphh.org.uk

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Abbreviation	Awarding body	Website
RSPH	Royal Society for the Promotion of Health	www.rsph.org
Sports Leaders UK	Sports Leaders UK	www.bst.org.uk
TCL	Trinity College London	www.trinitycollege.co.uk
VTCT	Vocational Training Charitable Trust	www.vtct.org.uk
WAMITAB	Waste Management Industry Training and Advisory Board	www.wamitab.org.uk
WEA	Workers' Educational Association	www.wea.org.uk

Notes

The former Business and Technician Education Council (BTEC) is now part of Edexcel, although its qualifications still use the BTEC brand name.

RSA qualifications are part of OCR.

From 1 October 2005, City & Guilds Pitman qualifications have been completely migrated to City & Guilds.

The Hospitality Awarding Body business transferred to City & Guilds on 1 October 2005. Existing HAB qualifications and services will continue to operate in the normal way and contact details at HAB will remain the same until further notice.

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Table two qualifications

Level 1 qualifications	Awarding body(ies)
Award in community sports leadership	Sports Leaders UK
Award in healthy eating	Edexcel
Award in library and information skills	NOCN
Award in providing a healthier school meals service	ASET, City & Guilds, NCFE
Award/certificate/diploma in health and social care	Edexcel, OCR
Certificate for IT users (ECDL part one)	BCS
Certificate in accounting	City & Guilds
Certificate in British sign Language	CACDP
Certificate in business administration	EDI
Certificate in coaching	1st4sport
Certificate in coaching hockey	1st4sport
Certificate in coaching rugby union	1st4sport
Certificate in communication tactics with deaf people	CACDP
Certificate in deaf awareness	CACDP
Certificate in deaf community and culture	CACDP
Certificate in deafblind awareness	CACDP
Certificate in ESOL skills for life	Cambridge ESOL, City & Guilds, Edexcel, EDI, ESB, OCNW, TCL
Certificate in introducing business administration	OCR
Certificate in IT systems support – PC maintenance	City & Guilds
Certificate in laboratory technical skills	PAA/VQSET
Certificate/diploma for IT users (new CLAiT)	OCR
Certificate/diploma in bookkeeping	OCR
Foundation award in caring for children	CACHE
Foundation certificate in food hygiene	CIEH, RIPH, RSPH
Foundation certificate in health and safety in the workplace	CIEH, RSPH

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Level 1 qualifications	Awarding body(ies)

Literacy/English:
    Certificate in adult literacy
 	
    Key skills in communication
    GCSE in English
	AQA, ASDAN, CACHE, City & Guilds, EAL, Edexcel, EDI, NCFE, NOCN, OCR, VTCT
	Most awarding bodies
	AQA, Edexcel, OCR

National certificate in business and ICT	OCR

Numeracy/mathematics:
    Certificate in adult numeracy
 	
    Key skills in application of number
    GCSE in mathematics
	AQA, ASDAN, CACHE, City & Guilds, EAL, Edexcel, EDI, NCFE, NOCN, OCR, VTCT
	Most awarding bodies
	AQA, Edexcel, OCR

NVQ for IT practitioners	City & Guilds, Edexcel, OCR
NVQ for IT users	BCS, City & Guilds, Edexcel, EDI, OCR
NVQ in business and administration	City & Guilds, EDI, Edexcel, OCR
NVQ in cleaning and support services	City & Guilds, HAB, MTC, WAMITAB
NVQ in hospitality	City & Guilds, HAB
NVQ in laboratory and associated technical activities	City & Guilds, PAA/VQSET
NVQ in sport, recreation and allied occupations	City & Guilds, Edexcel, OCR

Level 2 qualifications	Awarding body(ies)
Award in administration	Edexcel, OCR
Award in food safety in catering	RSPH
Award in library and information skills	NOCN
Award in nutrition awareness	Edexcel
Award in paediatric first aid	Edexcel
Award in playwork	NOCN
Award in using ICT as a tool for learning	NOCN
Award/certificate in support work in schools (pilot)	CACHE, City & Guilds, Edexcel, OCR
Certificate for IT users	ABC Awards, EDI, NCFE
Certificate for IT users (ECDL part two)	BCS
Certificate for teaching assistants	ABC Awards, CACHE, Edexcel, NCFE, OCR

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Level 2 qualifications	Awarding body(ies)
Certificate in basic first aid	FAQ
Certificate in bookkeeping	AAT, City & Guilds, IAB
Certificate in British sign Language	CACDP
Certificate in business administration	City & Guilds, EDI
Certificate in child care and education	CACHE
Certificate in cleaning science	City and Guilds
Certificate in coaching	1st4sport
Certificate in coaching football	1st4sport
Certificate in coaching hockey	1st4sport
Certificate in coaching rugby union	1st4sport
Certificate in computerised bookkeeping	ABC Awards, IAB
Certificate in conflict handling and prevention	HAB
Certificate in conflict management	City & Guilds
Certificate in counselling skills	AQA, CPCAB, NCFE
Certificate in deafblind support work	CACDP
Certificate in early years care and education	Edexcel
Certificate in early years practice	CACHE
Certificate in electronic notetaking for deaf people	CACDP
Certificate in emergency first aid in the workplace	ASET
Certificate in ESOL skills for life	Cambridge ESOL, City & Guilds, Edexcel, EDI, ESB, OCNW, TCL
Certificate in first aid for sport	1st4sport
Certificate in first aid for those caring for children	ASET
Certificate in health and social care	Edexcel, EDI, OCR
Certificate in introduction to counselling skills	CPCAB
Certificate in laboratory technical skills	PAA/VQSET
Certificate in lipspeaking	CACDP
Certificate in paediatric first aid	FAQ
Certificate in playwork	CACHE
Certificate in pre-school practice	CACHE
Certificate in sports coaching	NCFE
Certificate in sports first aid	FAQ
Certificate in supporting playwork practice	CACHE

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Level 2 qualifications	Awarding body(ies)
Certificate in team leading	CMI, ILM
Certificate in working with people who have learning disabilities	NOCN
Certificate/diploma for IT practitioners (general)	Edexcel, NCFE
Certificate/diploma for IT practitioners (ICT systems support)	City & Guilds, Edexcel, OCR
Certificate/diploma for IT users (CLAiT plus)	OCR
Certificate/diploma in accounting	ACCA, City & Guilds, NCFE, OCR
Certificate/diploma in administration	OCR
Diploma for IT practitioners (software development)	City & Guilds, Edexcel, OCR
Diploma for IT users	City & Guilds
Diploma in applied science	Edexcel
Diploma in hospitality	Edexcel
First certificate/diploma in health and social care (replaces level two first diploma in caring)	Edexcel
First diploma in early years	Edexcel
GCSE	AQA, Edexcel, OCR
Intermediate certificate in food safety	CIEH, RIPH, RSPH

Literacy/English:
    Certificate in adult literacy
 	
              Key skills in
    GCSE in English
	
	AQA, ASDAN, CACHE, City & Guilds, EAL, Edexcel, EDI, NCFE, NOCN, OCR, VTCT
	Most awarding bodies
	AQA, Edexcel, OCR

National certificate in information technology	OCR

Numeracy/mathematics:
    Certificate in adult numeracy
 	
    Key skills in application of number
    GCSE in mathematics
	
	AQA, ASDAN, CACHE, City & Guilds, EAL, Edexcel, EDI, NCFE, NOCN, OCR, VTCT
	Most awarding bodies
	AQA, Edexcel, OCR

NVQ for IT practitioners	City & Guilds, Edexcel, OCR
NVQ for IT users	BCS, City & Guilds, Edexcel, EDI, OCR
NVQ for teaching assistants	CACHE, City & Guilds, Edexcel, OCR
NVQ in accounting	AAT, Edexcel
NVQ in advice and guidance	City & Guilds, Edexcel, OCR, OU

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Level 2 qualifications	Awarding body(ies)
NVQ in business and administration	City & Guilds, EAL, Edexcel, EDI, OCR, IMI
NVQ in children's care, learning and development (replaces NVQ in early years care and education)	CACHE, City & Guilds, Edexcel, EDI
NVQ in cleaning and support services	City & Guilds, HAB, MTC, WAMITAB
NVQ in customer service	CABWI, City & Guilds, Edexcel, EDI, HAB, IMI, OCR, QFI, VTCT
NVQ in desktop publishing	City & Guilds
NVQ in food and drink service	City & Guilds, EDI, HAB
NVQ in food processing and cooking	City & Guilds, HAB
NVQ in health and social care (replaces level two NVQ in care)	City & Guilds, Edexcel, EDI, OCR, OU
NVQ in information and library services	City & Guilds
NVQ in instructing exercise and fitness	CYQ, Edexcel, City & Guilds, OCR
NVQ in laboratory and associated technical activities (educational)	City & Guilds, PAA/VQSET
NVQ in multi-skilled hospitality services	City & Guilds, HAB
NVQ in playwork	CACHE, City & Guilds, Edexcel
NVQ in sport, recreation and allied occupations: activity leadership	City & Guilds, CYQ, Edexcel, OCR
NVQ in sport, recreation and allied occupations: coaching, teaching, instructing	City & Guilds, Edexcel, OCR
NVQ in team leading	CIPD, CMI, Edexcel, EDI, ILM, OCR, OU

Level 3 qualifications	Awarding body(ies)
A-level	AQA, Edexcel, OCR
Advanced certificate in food safety	CIEH, RIPH, RSPH
Advanced certificate in information, advice and guidance	NOCN
Advanced VCE in health and social care	AQA, Edexcel, OCR
Advanced VCE in hospitality and catering	AQA, Edexcel, OCR

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Level 3 qualifications	Awarding body(ies)
Award in assessing candidates using a range of methods	Most awarding bodies
Award in supervising food safety in catering	RSPH
Award/certificate/diploma for IT practitioners (general)	Edexcel
Award/certificate/diploma for IT practitioners (ICT systems support)	City & Guilds, Edexcel, OCR
Award/certificate/diploma for IT practitioners (software development)	City & Guilds, Edexcel, OCR
Award/certificate/diploma in administration	Edexcel, OCR
Award/certificate/diploma in business	City & Guilds, Edexcel, OCR
Award/certificate/diploma in counselling	ABC Awards, AQA, City & Guilds, CPCAB, NCFE, Edexcel
Award/certificate/diploma in support work in schools (pilot)	CACHE, City & Guilds, Edexcel, OCR
Award/diploma in applied science	Edexcel
Certificate for specialist leaders of behaviour and attendance	City & Guilds
Certificate for teaching assistants	CACHE, Edexcel, NCFE, OCR
Certificate in coaching	1st4sport
Certificate in communication and guiding skills with deafblind people	CACDP
Certificate in computerised accounts	City & Guilds
Certificate in ESOL subject support	City & Guilds, OCNW
Certificate in first line management	ILM
Certificate in laboratory technical skills	PAA/VQSET
Certificate in lipspeaking	CACDP
Certificate in occupational health and safety	NEBOSH
Certificate in off-site safety management	OCR
Certificate in personnel practice	CIPD
Certificate in tutoring in sport	1st4sport
Certificate in working with people who have learning disabilities	NOCN
Certificate of professional development in work with children and young people	CACHE
Certificate/diploma for IT users	City & Guilds, EDI, NCFE, OCR

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Level 3 qualifications	Awarding body(ies)
Certificate/diploma in accounting	ACCA, IAB, OCR
Certificate/diploma in business administration	City & Guilds, EDI
Diploma in child care and education	CACHE
Diploma in cleaning services supervision	City and Guilds
Diploma in early years practice	CACHE
Diploma in pre-school practice	CACHE
Diploma in supporting playwork practice	CACHE
Introductory certificate in first line management	ILM
National award/certificate/diploma in early years	Edexcel
National certificate/diploma in health studies	Edexcel
National certificate/diploma in hospitality supervision	Edexcel
NVQ for IT professionals	City & Guilds, Edexcel, OCR
NVQ for IT users	BCS, City & Guilds, Edexcel, EDI, OCR
NVQ for teaching assistants	CACHE, City & Guilds, Edexcel, OCR
NVQ in accounting	AAT, City & Guilds, Edexcel
NVQ in advice and guidance	City & Guilds, Edexcel, OCR, OU
NVQ in British sign Language	CACDP
NVQ in business and administration	City & Guilds, EAL, Edexcel, EDI, IMI, OCR
NVQ in children's care, learning and development (replaces NVQ in early years care and education)	CACHE, City & Guilds, Edexcel, EDI
NVQ in coaching (association football)	City & Guilds
NVQ in customer service	CABWI, City & Guilds, Edexcel, EDI, HAB, IMI, OCR, QFI, VTCT
NVQ in health and social care (children and young people)	CACHE, City & Guilds, Edexcel, EDI, OCR, OU
NVQ in information and library services	City & Guilds
NVQ in instructing physical activity and exercise	City & Guilds, CYQ, OCR
NVQ in laboratory and associated technical activities	City & Guilds, PAA/VQSET

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Level 3 qualifications	Awarding body(ies)
NVQ in learning, development and support services for children, young people and those who care for them	Edexcel, OCR, OU
NVQ in playwork	CACHE, City & Guilds, Edexcel
NVQ in professional cookery	City and Guilds, HAB
NVQ in property and caretaking supervision	ABBE
NVQ in sport, recreation and allied occupations: coaching, teaching, instructing	City & Guilds
Progression award in counselling skills	City & Guilds
Progression award in early years care and education	City & Guilds
Progression award in library and information services	City & Guilds
Support competence achieved in the workplace (unit certification)	CIPD, City & Guilds, EAL, Edexcel, EDI, OCR, OU, PAA/VQSET

Level 4 qualifications	Awarding body(ies)
Award in conducting internal quality assurance of the assessment process	Most awarding bodies
Certificate for IT professionals	BCS, OCR
Certificate for specialist leaders of behaviour and attendance	City & Guilds
Certificate in accounting	ACCA
Certificate in early tears practice	OU
Certificate in FE teaching stage one	ABC Awards, City & Guilds, Edexcel, JEB, OCNW, OCR
Certificate in supporting learning in primary schools	OU
Higher professional diploma for IT practitioners	City & Guilds
NVQ for IT professionals	City & Guilds, OCR
NVQ in accounting	AAT
NVQ in advice and guidance	City & Guilds, Edexcel, OCR, OU
NVQ in British Sign Language	CACDP
NVQ in business and administration	City & Guilds, Edexcel, EDI, OCR
NVQ in careers education and guidance	OCR

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Level 4 qualifications	Awarding body(ies)
NVQ in children's care, learning and development (replaces NVQ in early years care and education)	CACHE, City & Guilds, Edexcel, EDI
NVQ in health and social care (children and young people)	City & Guilds, Edexcel, EDI, OCR, OU
NVQ in interpreting	CACDP
NVQ in laboratory and associated technical activities	City & Guilds, PAA/VQSET
NVQ in learning, development and support services for children, young people and those who care for them	Edexcel, OCR, OU
NVQ in property management	ABBE

Level 5 qualifications	Awarding body(ies)
Certificate in management studies	Edexcel
Diploma in management	CMI, ILM
Higher national certificate/diploma in advanced practice in work with children and families	Edexcel
Higher national certificate/diploma in computing (general)	Edexcel
Higher national certificate/diploma in computing (ICT systems support)	Edexcel
Higher national certificate/diploma in computing (software development)	Edexcel
Higher national certificate/diploma in hospitality	Edexcel

Level 7 qualifications	Awarding body(ies)
Executive diploma in management	CMI, ILM

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Annex C

NVQ/SVQ for supporting teaching and learning in schools

Level two

The level two NVQ/SVQ requires the achievement of **seven** units of competence from the national occupational standards. There are **five** mandatory units that each candidate must achieve. In addition, each candidate is required to achieve **two** of the optional units. Selection of optional units will be a matter of choice for the candidate in consultation with his/her employer, bearing in mind employment requirements and the candidate's career aspirations.

Mandatory units (5 units)

1   Provide support for learning activities
   1.1   Support the teacher in planning learning activities
   1.2   Support the delivery of learning activities
   1.3   Support the teacher in the evaluation of learning activities

2   Support children's development (CCLD 203)
   2.1   Contribute to supporting children's physical development and skills
   2.2   Contribute to supporting children's emotional and social development
   2.3   Contribute to supporting children's communication and intellectual development
   2.4   Contribute to planning for children's development needs

3   Help to keep children safe (CCLD 202)
   3.1   Prepare and maintain a safe and healthy environment
   3.2   Follow procedures for accidents, emergencies and illness
   3.3   Support the safeguarding of children from abuse
   3.4   Encourage children's positive behaviour

4   Contribute to positive relationships (CCLD 201)
   4.1   Interact with and respond to children
   4.2   Interact with and respond to adults
   4.3   Communicate with children
   4.4   Communicate with adults

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5   Provide effective support for your colleagues
    5.1   Maintain working relationships with colleagues
    5.2   Develop your effectiveness in a support role

Optional units (select two units)

6   Support literacy and numeracy activities
    6.1   Support pupils with activities to develop literacy skills
    6.2   Support pupils with activities to develop numeracy skills

7   Support the use of information and communications technology for teaching and learning
    7.1   Prepare ICT resources for use in teaching and learning
    7.2   Support the use of ICT resources for teaching and learning

8   Use information and communications technology to support pupils' learning
    8.1   Prepare for using ICT to support pupils' learning
    8.2   Support pupils' learning through ICT

9   Observe and report on pupil performance
    9.1   Observe pupil performance
    9.2   Report on pupil performance

10   Support children's play and learning (CCLD 206)
    10.1   Participate in activities to encourage communication and language
    10.2   Provide opportunities for children's drama and imaginative play
    10.3   Encourage children to be creative
    10.4   Support physical play and exercise
    10.5   Encourage children to explore and investigate

11   Contribute to supporting bilingual/multilingual pupils
    11.1   Contribute to supporting bilingual/ multilingual pupils to develop skills in the target language
    11.2   Support bilingual/multilingual pupils during learning activities

12   Support a child with disabilities or special educational needs (CCLD 209)
    12.1   Support a child with disabilities or special educational needs by providing care and encouragement.
    12.2   Provide support to enable the child to

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participate in activities and experiences

12.3   Support the child and family according to the procedures of the setting

13   Contribute to moving and handling individuals (HSC223)

13.1   Prepare individuals, environments and equipment for moving and handling

13.2   Enable individuals to move from one position to another

14   Support individuals during therapy sessions (HSC212)

14.1   Prepare and maintain environments, equipment and materials prior to, during and after therapy sessions

14.2   Support individuals prior to and within therapy sessions

14.3   Observe and provide feedback on therapy sessions

15   Support children and young people's play (PW2)

15.1   Create a range of environments for children and young people's play

15.2   Offer a range of play opportunities to children and young people

15.3   Support children and young people's rights and choices in play

15.4   End play sessions

16   Provide displays (IL 3/10)

16.1   Set up displays

16.2   Maintain and dismantle displays

17   Invigilate tests and examinations

17.1   Prepare to run tests and examinations

17.2   Implement and maintain invigilation requirements

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Level three

The level three NVQ/SVQ requires the achievement of **ten** units of competence from the national occupational standards. There are **six** mandatory units that each candidate must achieve. In addition, each candidate is required to achieve **four** of the optional units with **no more than two units taken from Group E**.

Apart from the restriction on the number of units that may be taken from Group E, selection of optional units will be a matter of choice for the candidate in consultation with his/her employer, bearing in mind employment requirements and the candidate's career aspirations.

Mandatory units (six units)

3   Help to keep children safe (CCLD 202)
  3.1   Prepare and maintain a safe and healthy environment
  3.2   Follow procedures for accidents, emergencies and illness
  3.3   Support the safeguarding of children from abuse
  3.4   Encourage children's positive behaviour

18   Support pupils' learning activities
  18.1   Support learning activities
  18.2   Promote independent learning

19   Promote positive behaviour
  19.1   Implement agreed behaviour management strategies
  19.2   Support pupils in taking responsibility for their learning and behaviour

20   Develop and promote positive relationships (CCLD 301)
  20.1   Develop relationships with children
  20.2   Communicate with children
  20.3   Support children in developing relationships
  20.4   Communicate with adults

21   Support the development and effectiveness of work teams
  21.1   Contribute to effective team practice
  21.2   Contribute to the development of the work team

22   Reflect on and develop practice (CCLD 304)
  22.1   Reflect on practice

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22.2   Take part in continuing professional development

Optional units (select four units but no more than two from group E)

Group A Supporting pupil's learning

8   Use information and communications technology to support pupils' learning
8.1   Prepare for using ICT to support pupils' learning
8.2   Support pupils' learning through ICT

23   Plan, deliver and evaluate teaching and learning activities under the direction of a teacher
23.1   Plan teaching and learning activities under the direction of a teacher
23.2   Deliver teaching and learning activities
23.3   Evaluate teaching and learning activities and outcomes

24   Contribute to the planning and evaluation of teaching and learning activities
24.1   Contribute to the planning of teaching and learning activities
24.2   Contribute to the evaluation of teaching and learning activities

25   Support literacy development
25.1   Support pupils to develop their reading skills
25.2   Support pupils to develop their writing skills
25.3   Support pupils to develop their speaking/talking and listening skills

26   Support numeracy development
26.1   Support pupils to develop numeracy skills
26.2   Support pupils to use and apply mathematics

27   Support implementation of the early years curriculum
27.1   Contribute to planning implementation of the early years curriculum
27.2   Support teaching and learning activities to deliver the early years curriculum
27.3   Contribute to the monitoring and assessment of children's progress

28   Support teaching and learning in a curriculum area

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28.1 Develop, use and improve your own subject knowledge to support teaching and learning

28.2 Develop and evaluate materials to support teaching and learning in a curriculum area

29 Observe and promote pupil performance and development

29.1 Observe and report on pupil performance and development

29.2 Promote pupil performance and development

30 Contribute to assessment for learning

30.1 Use assessment strategies to improve learning

30.2 Support pupils in reviewing their own learning

31 Prepare and maintain the learning environment

31.1 Prepare the learning environment

31.2 Prepare learning materials for use

31.3 Monitor and maintain the learning environment and resources

32 Promote the transfer of learning from outdoor experiences (SkillsActive D35)

32.1 Facilitate learning through individual and shared reflection on experience

32.2 Help participants identify how they can transfer learning to other aspects of their lives

Group B Meeting additional support needs

33   **Provide literacy and numeracy support to enable pupils to access the wider curriculum**
    33.1   Provide literacy support to help pupils to access the wider curriculum
    33.2   Provide numeracy support to help pupils to access the wider curriculum

34   **Support gifted and talented pupils**
    34.1   Work with others to develop learning programmes for gifted and talented pupils
    34.2   Support learning activities for gifted and talented pupils

35   **Support bilingual/ multilingual pupils**
    35.1   Support development of the target language
    35.2   Support bilingual/multilingual pupils in accessing the curriculum

36   **Provide bilingual/multilingual support for teaching and learning**
    36.1   Contribute to the assessment of bilingual/multilingual pupils
    36.2   Provide bilingual/multilingual support for teachers and pupils
    36.3   Support communication with families of bilingual/multilingual pupils

37   **Contribute to the prevention and management of challenging behaviour in children and young people (HSC326)**
    37.1   Work with children and young people to identify goals and boundaries for acceptable behaviour
    37.2   Support children and young people to manage challenging behaviour
    37.3   Enable children and young people to recognise and understand their behaviour and its consequences

38   **Support children with disabilities or special educational needs and their families (CCLD 321)**
    38.1   Contribute to the inclusion of children with disabilities or special educational needs
    38.2   Help children with disabilities or special educational needs to participate in the full range of activities and experiences
    38.3   Support families to respond to children's needs

39   **Support pupils with communication and interaction**

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needs

39.1 Support pupils with communication and interaction needs to maximise learning

39.2 Support pupils with communication and interaction needs to develop relationships with others

40 Support pupils with cognition and learning needs

40.1 Support pupils with cognition and learning needs during learning activities

40.2 Support pupils with cognition and learning needs to develop effective learning strategies

41 Support pupils with behaviour, emotional and social development needs

41.1 Support the behaviour management of pupils with behaviour, emotional and social development needs

41.2 Support pupils with behaviour, emotional and social development needs to develop relationships with others

41.3 Support pupils with behaviour, emotional and social development needs to develop self-reliance and self-esteem

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42 Support pupils with sensory and/or physical needs

    42.1   Enable pupils with sensory and/or physical needs to maximise learning

    42.2   Implement structured programmes for pupils with sensory and/or physical needs

43 Assist in the administration of medication (SfH CHS2)

44 Work with children and young people with additional requirements to meet their personal support needs (HSC315)

    44.1   Support children and young people with additional requirements to identify and develop plans to meet their personal support needs

    44.2   Support children and young people to address their personal support needs

    44.3   Contribute to evaluating the effectiveness of activities to meet children and young people's personal support needs

Group C Providing pastoral support

45 Promote children's well-being and resilience (CCLD 308)

    45.1   Enable children to relate to others

    45.2   Provide a supportive and challenging environment

    45.3   Enable children to take risks safely

    45.4   Encourage children's self reliance, self-esteem and resilience

46 Work with young people to safeguard their welfare (YW D4)

    46.1   Promote a safe working environment for youth work

    46.2   Work with young people to assess and manage risk

    46.3   Assist individuals to take action when they are distressed

47 Enable young people to be active citizens (YW A3)

    47.1   Assist young people to understand their communities and their role within them

    47.2   Enable young people to communicate their views and interests to others, and to negotiate and influence people and situations

48 Support young people in tackling problems and taking action (YW A4)

    48.1   Enable young people to tackle problems and plan action to achieve their goals and aspirations

    48.2   Enable young people to take action based on

their intentions and plans

48.3   Enable young people to reflect on and learn from their actions

49   Support children and young people during transitions in their lives

49.1   Provide opportunities for children and young people to explore concerns about current or planned transitions that may impact on their lives

49.2   Support children and young people to manage transitions in their lives

50   Facilitate children and young people's learning and development through mentoring (LDSS 9)

50.1   Identify the learning and development needs of children and young people

50.2   Plan with children and young people how learning and development needs will be addressed through mentoring

50.3   Mentor children and young people to achieve identified outcomes

50.4   Review the effectiveness of mentoring with children and young people

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51   Contribute to improving attendance (LDSS 6)
    51.1   Contribute to monitoring attendance
    51.2   Contribute to processes and procedures for improving attendance

52   Support pupils and families through home visiting (CCLD 331)
    52.1   Establish, develop and maintain relationships with families
    52.2   Provide support to families
    52.3   Liaise with colleagues, professionals and agencies to support families

Group D Supporting the wider work of the school

16   Provide displays (IL 3/10)
    16.1   Set up displays
    16.2   Maintain and dismantle displays

17   Invigilate tests and examinations
    17.1   Prepare to run tests and examinations
    17.2   Implement and maintain invigilation requirements

53   Lead an extra-curricular activity
    53.1   Prepare children and young people for the activity
    53.2   Introduce children and young people to the activity
    53.3   Lead the activity
    53.4   Maintain and encourage effective working relationships during the activity

54   Plan for and support self-directed play (PW9)
    54.1   Collect and analyse information on play needs and preferences
    54.2   Plan and prepare play spaces
    54.3   Support self-directed play
    54.4   Help children and young people to manage risk during play

55   Contribute to maintaining pupil records
    55.1   Collect and input pupil data
    55.2   Contribute to maintaining the record keeping system

56   Monitor and maintain curriculum resources
    56.1   Monitor and maintain supplies of curriculum resources

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56.2   Organise and maintain curriculum resources

57   Organise cover for absent colleagues
57.1   Arrange cover for absent colleagues
57.2   Monitor and review cover arrangements

58   Organise and supervise travel (SkillsActive B228)
58.1   Make travel arrangements
58.2   Supervise travel

59   Escort and supervise pupils on educational visits and out-of-school activities
59.1   Escort pupils on visits and out-of-school activities
59.2   Supervise pupils on visits and out-of-school activities

60   Liaise with parents, carers and families
60.1   Establish and maintain relationships with parents, carers and families
60.2   Facilitate information sharing between the school and parents, carers and families

61   Provide information to aid policy formation and the improvement of practices and provision (YW F1)
61.1   Provide information and advice to aid development of strategies, policies, practice and provision
61.2   Collect and present information to aid monitoring, review and improvement of performance

Group E Working with colleagues (select no more than two from this group)

62   Develop and maintain working relationships with other practitioners
62.1   Maintain working relationships with other practitioners
62.2   Work in partnership with other practitioners

63   Provide leadership for your team (M&L B5)
OR
64   Provide leadership in your area of responsibility (M&L B6)

65   Allocate and check work in your team (M&L D5)

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66   Lead and motivate volunteers (MV D2)

    66.1   Brief volunteers on work requirements and responsibilities

    66.2   Help volunteers to solve problems during volunteering activities

    66.3   Debrief and give feedback to volunteers on their work

67   Provide learning opportunities for colleagues (M&L D7)

68   Support learners by mentoring in the workplace (L&D L14)

    68.1   Plan the mentoring process

    68.2   Set up and maintain the mentoring process

    68.3   Give mentoring support

69   Support competence achieved in the workplace (L&D L20)

    69.1   Assess performance in the workplace against agreed standards

    69.2   Give staff members support in the workplace and feedback on their performance

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Annex D Proposed competency framework

Proposed model for qualifications at levels two and three for teaching assistants

	Award (starter or top-up qualification)	**Certificate** (starting to develop occupational specialism)	**Diploma** **(occupationally competent)**
Pre-employment route (technical certificate)	Wider workforce (WW) mandatory units Choice from a limited range of knowledge-based optional units		
Employment route, (SwiS→NVQ)	WW mandatory units Free choice from specialist units	(endorsed pathway) 2 WW mandatory units 2 mandatory TA units 3 units from group A (TA group) 1 free choice unit	A certificate + a further 2 mandatory TA units 1 further unit from group A and 1 further free choice unit
Supporting transfer and progression (cluster awards)	Transfer from early years to school sector 1 mandatory unit (working in a school)		

Proposed model for qualifications at levels two and three for catering staff in schools

	Award (starter or top-up qualification)	**Certificate** (starting to develop occupational specialism)	**Diploma** (occupationally competent)

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Pre-employment route (technical certificate)	WW mandatory units Choice from a limited range of knowledge-based optional units		
Employment route, (SwiS→NVQ)	WW mandatory units Free choice from specialist units	(catering endorsed pathway) 2 WW mandatory units 3 mandatory catering units Healthy eating unit 1 optional unit from group B – catering) 1 free choice unit	Additional mandatory and optional catering units specified by People 1st as necessary to achieve occupational competence
Supporting transfer and progression (cluster awards)	Transfer from Catering NVQ into school sector 2 WW mandatory units and healthy eating unit		

Examples of how the new framework might work

Janet gained a Level two food processing and cooking diploma whilst employed in a hotel kitchen. She completed the three mandatory units.
- Maintain a safe, hygienic and secure working environment
- Contribute to effective teamwork
- Maintain food safety when storing, preparing and cooking

She chose the eight optional units which were most relevant to her job in the hotel. Janet selected:
- cook and finish basic fish dishes
- cook and finish basic meat dishes
- cook and finish basic poultry dishes
- cook and finish basic vegetable dishes
- prepare, cook and finish basic hot sauces
- convert a room for dining
- order stock
- set up and close kitchen

Having gained the diploma, Janet is fully competent in

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processing and cooking at level two.

Janet then applied for, and accepted a job in a school kitchen. Following a chat with her new line manager about her continuing professional development (CPD), they agreed that she would benefit from taking additional units to support her transition to the new setting and the national drive to encourage healthy eating in schools. Fortunately one awarding body has identified that others may be making similar transitions and has developed a cluster award called the school catering award which consists of the following three units.

- Explore and respond to the needs of pupils
- Explore school values, policies, roles and responsibilities
- Prepare, cook and finish healthier dishes

Completing these three units gives Janet a worthwhile nationally recognised qualification and helps her to feel a valuable part of the school team. Furthermore, the school is assured that she has all the knowledge and skills that she needs to make a positive contribution to its goals. Janet has not had to repeat any of the skills and knowledge which she has already been assessed against during her original diploma.

George completed the same diploma as Janet; the Level two food processing and cooking diploma. He took his diploma whilst employed in a hospital kitchen preparing meals for patients. George also took the three mandatory units, but he chose different optional units which were more relevant to his job in the hospital. George selected:

- prepare hot and cold sandwiches
- prepare, cook and finish healthier dishes
- prepare, cook and finish basic hot and cold desserts
- prepare and present food for cold presentation
- process, cook, finish and present flour dough and tray-bake products
- provide a counter/takeaway service
- package food for delivery
- give customers a positive impression of yourself and your organisation

When George starts working in the school he also wants to gain the school catering award. Because George already has the healthy eating unit, he can get prior accreditation for this unit and only needs to take two additional units (explore and respond to the needs of pupils and explore school values, policies, roles and responsibilities) in order to gain the school catering award.

Of course, those candidates who have no previous catering qualifications could be supported to achieve the diploma within the school setting, through choosing a suitable mix of units. A candidate working few hours or with a limited role may decide to begin with the achievement of an award or certificate, building towards a diploma as his/her

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role and confidence develops. Similar models could be developed for any relevant sub-sector. Overall responsibility for units remains with the relevant Sector Skills Council or sector body – in the example above, this is People 1st. The TDA intends to work with all relevant SSCs and sector bodies to ensure that units, rules of combination and cluster awards are revised or developed for the whole of the wider school workforce.

Annex E National Qualifications Frameworks

National Qualifications Framework and Framework for Higher Education Qualifications[xxv]

National Qualifications Framework (NQF)	Framework for Higher Education Qualifications (FHEQ)
Level 8 eg. specialist awards	**D** (doctoral) Doctorates
Level 7 eg. Level 7 Diploma in Translation	**M** (masters) Masters degrees, postgraduate certificates and diplomas
Level 6 eg. Level 6 National Diploma in Professional Production Skills	**H** (honours) Bachelor degrees, graduate certificates and diplomas
Level 5 eg. Level 5 BTEC Higher National Diploma in 3D Design	**I** (intermediate) Diplomas of higher education and further education, foundation degrees and higher national diplomas
Level 4 eg. Level 4 Certificate in Early Years	**C** (certificate) Certificates of higher education
Level 3 eg. Level 3 Certificate in Small Animal Care Level 3 NVQ in Aeronautical Engineering A levels	
Level 2 eg. Level 2 Diploma for Beauty Specialists Level 2 NVQ in Agricultural Crop Production GCSEs Grades A*-C	
Level 1 eg. Level 1 Certificate in Motor Vehicle Studies	

[xxv] www.qca.org.uk/qca_5967.aspx

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Level 1 NVQ in Bakery
GCSEs Grades D-G
Entry level eg. Entry Level Certificate in Adult Literacy

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Annex F Sector bodies

Sector skills councils	Sector description	Relevant school occupational group
Asset Skills www.assetskills.org	Property services, housing, cleaning services and facilities management	Cleaners, groundspeople, caretakers
Creative & Cultural Skills www.ccskills.org.uk	Advertising, crafts, cultural heritage, design, The Arts and music	Teaching assistants, specialists
Lifelong Learning UK www.lifelonglearninguk.org	Employers who deliver and/or support the delivery of lifelong learning	All staff, particularly those with line management responsibilities
People 1st www.people1st.co.uk	Hospitality, leisure, travel and tourism	Cooks, catering staff
SEMTA www.semta.org.uk	Science, engineering and manufacturing technologies	lab technicians, science specialism HTLAs
Skills for Care and Development www.skillsforcareanddevelopment.org.uk	Social care, children and young people	All staff
Skills for Health www.skillsforhealth.org.uk	The health sector across the UK	School nurses, community links
Skills for Justice www.skillsforjustice.com	Custodial care, community justice, court and prosecution services, policing and law enforcement.	Pastoral roles, community links
SkillsActive www.skillsactive.com	Active leisure and learning	All staff, particularly playworkers, specialist coaches

Other Sector Bodies		
Council for Administration www.cfa.uk.com	Administration and management	Office staff and bursars
The Improvement and Development Agency www.idea-knowledge.gov.uk	Local Government	All staff

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