

Supporting Teaching and Learning in Schools

04468 Level 3 Certificate in Supporting Teaching and Learning in Schools

04469 Level 3 Certificate in Cover Supervision of Pupils in Schools

04470 Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

Main features of the qualifications

These are competency based qualifications designed for those who work in a variety of support roles within a schools environment. The qualifications give learners the knowledge, understanding and skills they need for employment and also provide career development opportunities. Consequently, they provide a course of study for full-time or part-time learners.

Target Audience

Level 3 Certificate in Supporting Teaching and Learning in Schools

This qualification is for those members of the school workforce who directly support the teaching and learning of pupils. The qualification incorporates the units in the Level 3 Award in Supporting Teaching and Learning in Schools. Additional units cover the generic knowledge and skills required to work in a teaching assistant or similar role at Level 3.

Level 3 Certificate in Cover Supervision of Pupils in Schools

This qualification is for those working in the role of Cover Supervisor and incorporates the units of the Level 3 Award in Supporting Teaching and Learning in Schools. While this qualification includes some units that are also in the Level 3 Certificate in Supporting Teaching and Learning in Schools, it reflects the differences between the cover supervisor and teaching assistant roles by omitting those units which are about actively advancing pupils' learning and includes a unit on providing whole-class supervision.

Candidates moving from one role to the other will be able to demonstrate competence in the new role through the achievement of credit from specified additional units.

Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

This qualification is for those members of the school workforce who directly support teaching and learning of pupils in schools in an area that requires specialist knowledge and skills. The qualification incorporates the units in the Level 3 Certificate in Supporting Teaching and Learning in Schools. Additional optional units cover specialisms which may be a feature of the role at Level 3.

Qualification Structure

OCR Level 3 Certificate in Supporting Teaching and Learning in Schools

To achieve these qualifications, candidates must achieve a total of 32 credits from 11 mandatory units.

Group A Mandatory units

OCR Unit No.	SSC Unit No.	Unit Title	Unit Accreditation No. (UAN)	Credit	Level	GLH
1	TDA 3.1	Communication and professional relationships with children, young people and adults	F/601/3327	2	3	10
2	TDA 3.2	Schools as organisations	A/601/3326	3	3	15
3	CYP 3.1	Understand child and young person development	L/601/1693	4	3	30
4	CYP 3.3	Understand how to safeguard the wellbeing of children and young people	Y/601/1695	3	3	25
5	CYP Core 3.1	Support learning activities	F/601/4073	4	3	20
6	TDA 3.4	Promote children and young people's positive behaviour	A/601/4069	3	3	15
7	TDA 3.5	Develop professional relationships with children, young people and adults	H/601/4065	2	3	10
8	TDA 3.6	Promote equality, diversity and inclusion in work with children and young people	M/601/4070	2	3	10
9	TDA 3.7	Support assessment for learning	A/601/4072	4	3	20
10	SHC 32	Engage in personal development in health, social care or children's and young people's settings	A/601/1429	3	3	10
11	CYP 3.4	Support children and young people's health and safety	D/601/1696	2	3	15

OCR Level 3 Certificate in Cover Supervision of Pupils in Schools

To achieve these qualifications, candidates must achieve a total of 30 credits from 11 mandatory units.

Group A Mandatory units

OCR Unit No.	SSC Unit No.	Unit Title	Unit Accreditation No. (UAN)	Credit	Level	GLH
1	TDA 3.1	Communication and professional relationships with children, young people and adults	F/601/3327	2	3	10
2	TDA 3.2	Schools as organisations	A/601/3326	3	3	15
3	CYP 3.1	Understand child and young person development	L/601/1693	4	3	30
4	CYP 3.3	Understand how to safeguard the wellbeing of children and young people	Y/601/1695	3	3	25
6	TDA 3.4	Promote children and young people's positive behaviour	A/601/4069	3	3	15
7	TDA 3.5	Develop professional relationships with children, young people and adults	H/601/4065	2	3	10
8	TDA 3.6	Promote equality, diversity and inclusion in work with children and young people	M/601/4070	2	3	10
10	SHC 32	Engage in personal development in health, social care or children's and young people's settings	A/601/1429	3	3	10
11	CYP 3.4	Support children and young people's health and safety	D/601/1696	2	3	15
52	ASDANTW3	Team working	A/501/5163	3	3	30
53	TDA 2.8	Supervise whole class learning activities	T/601/4071	3	3	15

OCR Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

To achieve these qualifications, candidates must achieve a total of 44 credits. Candidates must achieve all 32 credits from the mandatory group, and an additional 12 credits from the optional groups.

A minimum of 40 credits must be achieved at Level 3; the remaining credits can be at level 2, 3 or 4.

Unit 20 Support bilingual learners Y/601/7724 is mandatory for candidates selecting units within optional group B.

Unit 22 Support disabled children and young people and those with special educational needs H/601/7726 is mandatory for candidates selecting units within optional group C.

OCR Unit No.	SSC Unit No.	Unit Title	Unit Accreditation No. (UAN)	Credit	Level	GLH
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Mandatory units

1	TDA 3.1	Communication and professional relationships with children, young people and adults	F/601/3327	2	3	10
2	TDA 3.2	Schools as organisations	A/601/3326	3	3	15
3	CYP 3.1	Understand child and young person development	L/601/1693	4	3	30
4	CYP 3.3	Understand how to safeguard the wellbeing of children and young people	Y/601/1695	3	3	25
5	CYP Core 3.1	Support learning activities	F/601/4073	4	3	20
6	TDA 3.4	Promote children and young people's positive behaviour	A/601/4069	3	3	15
7	TDA 3.5	Develop professional relationships with children, young people and adults	H/601/4065	2	3	10
8	TDA 3.6	Promote equality, diversity and inclusion in work with children and young people	M/601/4070	2	3	10
9	TDA 3.7	Support assessment for learning	A/601/4072	4	3	20
10	SHC 32	Engage in personal development in health, social care or	A/601/1429	3	3	10
11	CYP 3.4	Support children and young people's health and safety	D/601/1696	2	3	15

Optional Group A: Supporting Learning

12	TDA 3.10	Plan and deliver learning activities under the direction of a teacher	D/601/7711	4	3	21
13	TDA 3.11	Support literacy development	M/601/7714	3	3	18
14	TDA 3.12	Support numeracy development	A/601/7716	3	3	18
15	TDA 3.13	Support teaching and learning in a curriculum area	J/601/7718	3	3	12
16	TDA 3.14	Support delivery of the 14 – 19 curriculum	F/601/7720	3	3	15
17	TDA 3.15	Provide literacy and numeracy support	L/601/7722	3	3	16
18	TDA 3.16	Support gifted and talented learners	R/601/7723	4	3	21
19	HAS 2015	Support children's speech, language and communication	T/600/9789	4	3	30

Optional Group B: English as an additional language

20	TDA 3.17	Support bilingual learners	Y/601/7724	4	3	23
21	TDA 3.18	Provide bilingual support for teaching and learning	D/601/7725	6	3	32

OCR Unit No.	SSC Unit No.	Unit Title	Unit Accreditation No. (UAN)	Credit	Level	GLH
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Optional Group C: Special Educational Needs

22	TDA 3.19	Support disabled children and young people and those with special educational needs	H/601/7726	5	3	24
23	TDA 3.20	Support children and young people with behaviour, emotional and social development needs	Y/601/7707	4	3	25
24	TDA 3.21	Support learners with cognition and learning needs	M/601/8121	4	3	21
25	TDA 3.22	Support learners with communication and interaction needs	K/601/8134	4	3	21
26	TDA 3.23	Support learners with sensory and/or physical needs	M/601/8135	4	3	21
27	EYMP5	Support individuals to meet personal care needs	F/601/8060	2	2	16

Optional Group D: Providing Pastoral support

28	TDA 3.24	Support children and young people during transitions in their lives	D/601/8325	4	3	18
29	CYPOP 10	Develop interviewing skills for work with children and young people	L/601/1337	3	3	21
30	CYPOP 44	Facilitate the learning and development of children and young people through mentoring	T/601/1381	4	3	30
31	CYPOP 43	Improving the attendance of children and young people in statutory education	M/601/1377	5	3	40
32	SCMP 2	Promote the well being and resilience of children and young people	F/600/9780	4	3	30
33	CYPOP 9	Provide information and advice to children and young people	A/601/1334	3	3	22
34	LDSSMP 1	Support children and young people to achieve their education potential	D/600/9785	4	3	30
35	LDSSMP 2	Support children and young people to make positive changes in their lives	M/600/9788	4	3	27
36	YOO 10	Support young people in relation to sexual health and risk of pregnancy	F/502/5242	2	3	10
37	CYPOP 8	Support young people to develop, implement and review a plan of action	M/601/1329	3	3	25
38	YPO07	Support young people who are socially excluded or excluded from school	R/502/5231	2	3	10

Optional Group E: Supporting the wider work of the school

39	TDA 2.20	Assist in the administration of medication	A/601/9420	4	2	25
40	TDA 3.9	Invigilate tests and examinations	Y/601/7416	3	3	19
41	TDA 3.25	Lead an extra-curricular activity	A/601/8333	3	3	12
42	TDA 3.26	Maintain learner records	Y/601/8338	3	3	12
43	TDA 3.27	Monitor and maintain curriculum resources	D/601/8342	3	3	14
44	TDA 3.28	Organise travel for children and young people	H/601/8357	2	3	12
45	TDA 3.29	Supervise children and young people on journeys, visits and activities outside of the setting	H/601/8360	3	3	15
46	LLUK/PSA	Work in partnership with parents to engage them with their children's learning and development in school	A/602/1846	6	3	31

OCR Unit No.	SSC Unit No.	Unit Title	Unit Accreditation No. (UAN)	Credit	Level	GLH
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Optional Group F: Working with colleagues

47	TDA 3.30	Work with other practitioners to support children and young people	R/601/8368	3	3	15
48	MSC D6	Plan, allocate and monitor work of a team	Y/600/9669	5	3	25
49	MSC B6	Provide leadership and direction for own area of responsibility	T/600/9601	5	4	30
50	MSC B5	Set objectives and provide support for team members	M/600/9600	5	3	35
51	CCLD 425	Support learning and development within own area of responsibility	M/600/9676	5	4	25
52	ASDANTW3	Team working	A/501/5163	3	3	30

Progression opportunities

OCR offers a range of qualifications related to teaching and learning, many of which would provide useful opportunities to progress following achievement of this Certificate. In addition, successful completion of the qualification could lead to progression within employment, including Higher Level Teaching Assistant Status. Candidates can use this qualification in order to gain the proof of knowledge, understanding and skills required for employment in this sector.

Forms of assessment

These qualifications are competence-based. This means that they are linked to a person's ability to competently perform a range of tasks connected with their work.

These qualifications are internally assessed and internally verified by centre staff and externally verified by OCR Assessors.

Certification

There will be opportunities for candidates to claim both full award and unit certification.

The full award certificate will show the qualification title and accreditation information.

The unit certificate will also show the credit value of the unit achieved.

Qualification support

OCR's website, www.ocr.org.uk, contains an area dedicated to these qualifications. The Centre Handbook components, including guidance on the assessment and the units can be downloaded from this web page.

If you need clarification on any aspect of the assessment or administration of these qualifications, please contact OCR's

Customer Contact Centre on **024 76 851509**.

OCR runs a regular programme of training workshops for tutors and assessors. For more details, please contact OCR's Training and Customer Support Team on **024 76 496398**.

What to do next

To seek approval to offer this qualification, please apply on-line following the step-by-step guide to applying for approval for vocational qualifications indicated on our 'Centre Approval' webpage.

You might be interested to know that OCR staff are available to help with any aspect of setting up a vocational assessment centre. Through an advisory telephone call or a centre visit, we can assist, not only with the completion of the form, but also provide advice on the following areas:

- identifying potential candidates and marketing opportunities
- meeting OCR requirements
- identifying resourcing levels, both in terms of staff and equipment
- the documents you might need for the benefit of the candidates and a smooth running centre operation

For further information, please get in touch with our Customer Contact Centre by phone: **(024 7685 1509)**; email: vocational.qualifications@ocr.org.uk; or in writing: OCR Customer Contact Centre, OCR, Westwood Way, Coventry, CV4 8JQ.

A summary of how the approval process works is provided in our *Admin Guide for Vocational Qualifications* (publication ref. code: A850). Our *Fees List* contains the charges for centre evaluation, candidate entries and certification. Both documents are available to download from our website www.ocr.org.uk.

www.ocr.org.uk

OCR customer contact centre

Vocational qualifications

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