



QUALIFICATION FACTS:

CACHE LEVEL 3 DIPLOMA IN SPECIALIST SUPPORT FOR
TEACHING AND LEARNING IN SCHOOLS (QCF)

This qualification:

It will provide learners with a secure understanding of the knowledge and skills needed when working directly with children or young people in school environments.

It allows learners to achieve at both above and below the level of qualification as Level 4 and Level 2 units have been included and is made up of mandatory and optional units which are based on knowledge and skills.

It is suitable for teaching assistants, learning support assistants, parent support advisors, learning mentors or those in similar roles at level 3.

ENTRY REQUIREMENTS AND EXPERIENCE IN REAL WORK ENVIRONMENTS

Requirements

There are no formal entry requirements for this qualification but learners will need to be at least 16 years of age.

Work in a real work environment

Learners will need to be working, volunteering or on practical placement as they will need to show competence in both knowledge and skills.

QUALIFICATION STRUCTURE

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To gain the qualification learners will need to achieve **44 credits** with 40 of these credits being achieved at level 3 or above.

A total of **32 credits** will come from the mandatory units and then learners will need to obtain a minimum of **12 credits** from the optional units.

MANDATORY UNITS

UNIT REF NO.	TITLE	UNIT TYPE	LEVEL	CREDIT
L/601/1693	Understand child and young person development	Knowledge	3	4
Y/601/1695	Understand how to safeguard the wellbeing of children and young people	Knowledge	3	3
F/601/3327	Communication and professional relationships with children and young people	Knowledge	3	2
A/601/3326	Schools as organisations	Knowledge	3	3
F/601/4073	Support learning activities	Skills	3	4
A/601/4069	Promote children and young people's positive behaviour	Knowledge/Skills	3	3
H/601/4065	Develop professional relationships with children, young people and adults	Skills	3	2
M/601/4070	Promote equality, diversity and inclusion in work with children and young people	Knowledge/Skills	3	2
A/601/4072	Support assessment for learning	Knowledge/Skills	3	4
A/601/1429	Engage in personal development in health, social care or children's and young people's settings	Knowledge/Skills	3	3
D/601/1696	Support children and young people's health and safety	Knowledge/Skills	3	2

OPTIONAL UNITS GROUP A

UNIT REF NO.	TITLE	UNIT TYPE	LEVEL	CREDIT
D/601/7711	Plan and deliver learning activities under the direction of a teacher	Skills	3	4
M/601/7714	Support literacy development	Knowledge/Skills	3	3
A/601/7716	Support numeracy development	Knowledge/Skills	3	3
J/601/7718	Support teaching and learning in a curriculum area	Skills	3	3
F/601/7720	Support delivery of the 14 - 19 curriculum	Knowledge/Skills	3	3
T/600/9789	Support children's speech, language and communication	Knowledge/Skills	3	4
L/601/7722	Provide literacy and numeracy support	Skills	3	3
R/601/7723	Support gifted and talented learners	Knowledge/Skills	3	4

OPTIONAL UNITS GROUP B the first unit* in this group must be taken if the other unit within this group is chosen

UNIT REF NO.	TITLE	UNIT TYPE	LEVEL	CREDIT
Y/601/7724	*Support bilingual learners	Skills	3	4
D/601/7725	Provide bilingual support for teaching and learning	Skills	3	6

OPTIONAL UNITS GROUP C the first unit* in this group must be taken with any other units that are chosen within this group

UNIT REF NO.	TITLE	UNIT TYPE	LEVEL	CREDIT
H/601/7726	*Support disabled children and young people and those with special educational needs	Knowledge/Skills	3	5
Y/601/7707	Support children and young people with behaviour, emotional and social development needs	Knowledge/Skills	3	4
M/601/8121	Support learners with cognition and learning needs	Knowledge/Skills	3	4
K/601/8134	Support learners with communication and interaction needs	Knowledge/Skills	3	4
M/601/8135	Support learners with sensory and/or physical needs	Knowledge/Skills	3	4
F/601/8060	Support individuals to meet personal care needs	Skills	2	2

OPTIONAL UNITS GROUP D

UNIT REF NO.	TITLE	UNIT TYPE	LEVEL	CREDIT
D/601/8325	Support children and young people during transitions in their lives	Knowledge/Skills	3	4
L/601/1337	Develop interviewing skills for work with children and young people	Knowledge/Skills	3	3
T/601/1381	Facilitate the learning and development of children and young people through mentoring	Knowledge/Skills	3	4
M/601/1377	Improving the attendance of children and young people in statutory education	Knowledge/Skills	3	5
F/600/9780	Promote the well being and resilience of children and young people	Knowledge/Skills	3	4
A/601/1334	Provide information and advice to children and young people	Knowledge/Skills	3	3
D/600/9785	Support children and young people to achieve their educational potential	Knowledge/Skills	3	4
M/600/9788	Support children and young people to make positive changes in their lives	Knowledge/Skills	3	4
F/502/5242	Support young people in relation to sexual health and risk of pregnancy	Knowledge	3	2
M/601/1329	Support young people to develop, implement and review a plan of action	Knowledge/Skills	3	3
R/502/5231	Support young people who are socially excluded or excluded from school	Knowledge	3	2

OPTIONAL UNITS GROUP E

UNIT REF NO.	TITLE	UNIT TYPE	LEVEL	CREDIT
A/601/9420	Assist in the administration of medication	Knowledge/Skills	2	4
Y/601/7416	Invigilate tests and examinations	Knowledge/Skills	3	3
A/601/8333	Lead an extra-curricular activity	Knowledge/Skills	3	3
Y/601/8338	Maintain learner records	Knowledge/Skills	3	3
D/601/8342	Monitor and maintain curriculum resources	Knowledge/Skills	3	3
H/601/8357	Organise travel for children and young people	Knowledge/Skills	3	2
H/601/8360	Supervise children and young people on journeys, visits and activities outside of the setting	Knowledge/Skills	3	3
A/602/1846	Work in partnership with parents to engage them with their children's learning and development in school	Knowledge/Skills	3	6

OPTIONAL UNITS GROUP F

UNIT REF NO.	TITLE	UNIT TYPE	LEVEL	CREDIT
R/601/8368	Work with other practitioners to support children and young people	Knowledge/Skills	3	3
Y/600/9669	Plan, allocate and monitor work of a team	Skills	3	5
T/600/9601	Provide leadership and direction for own area of responsibility	Skills	4	5
M/600/9600	Set objectives and provide support for team members	Skills	3	5
M/600/9676	Support learning and development within own area of responsibility	Knowledge/Skills	4	5
A/501/5163	Team working	Skills	3	3

BARRED UNIT COMBINATIONS

The following units **can not** be taken together:

- 'Provide leadership and direction for own area of responsibility' **with** 'Set objectives and provide support for team members'

Total Guided Learning Hours for the Diploma **232 - 286**

ASSESSMENT

All units are internally assessed. Assessment enables the learner's workplace practice to provide evidence for individual units as well as the whole qualification. Methods of assessment could include:

- Inference of knowledge from direct observation of practice
- Witness evidence when directed by the sector skills assessment strategy
- Professional discussion
- Reflection on own practice in real work situations
- Written assignments
- Learner's own plans and written records
- Task set by CACHE

The qualification will be pass or refer and all the assessment criteria of the chosen units must be achieved in order to obtain a pass.

FOR MORE INFORMATION

The full Qualification Specification, which includes the assessment criteria for each unit, can be downloaded free of charge from our website www.cache.org.uk or our secure Centre website: cachezone.

NURTURING ACHIEVEMENT SINCE 1945

When the Second World War ended in 1945, many women who had worked during the war stayed on in their jobs. The Government recognised that professional child care was a priority, and the National Nursery Examination Board (NNEB) was founded. In 1994, the NNEB merged with the Council for Early Years Awards, and CACHE was formed.

Over these 65 years, we have continually invested in high quality qualifications. Written and developed by experts they have proved to be successful for millions of learners, earning us a reputation for excellence and leadership across the sector.

Today our continued dedication to nurture the achievement of all those who care for children, young people and adults means our qualifications will always meet the needs of a modern workforce.