

nqual.

Level 5

Diploma in Specialist Teaching Assistant

(610/5120/2)



Specification Pack

C O N T E N T S

About NQual	2
Qualification Specification	2
Qualification Information	2
Overview	2
Entry Requirements	2
Unit Guidance	3
Mandatory Units	3
Optional Units	3
Guided Learning Hours	3
Total Qualification Time	4
Delivery Options	4
Grading and Assessment	4
Approved Centre	4
Support From NQual	5
Initial Assessment	5
Reasonable Adjustment	5
Responsibilities	5
Mandatory Units	7
The Role of a Specialist Teaching Assistant	7
Regulation and Guidance	9
Advancing Learning	11
Planning and Assessment	14
Professionalism	16
Communication	18
Optional Units	20
Special Educational Needs and Disabilities (SEND) Specialist	20
Social and Emotional Well-being Specialist	22
Curriculum Provision Specialist	24
Higher-Level Teaching Assistant Preparation	25

ABOUT NQUAL

NQual provides high-quality vocational and occupational qualifications designed to meet the needs of learners and employers.

At NQual we are committed to certificating current and relevant qualifications that meet the demands of today's ever-changing industries. Our dedication to staying at the forefront of knowledge ensures that our qualifications reflect the latest trends in your field of interest.

QUALIFICATION SPECIFICATION

Qualification Specifications are used to inform and guide centres to deliver the qualification set out within this document. Information within this specification includes a qualification overview, unit breakdowns, assessment guidance and learning outcomes.

Alongside the specification, you will also find a qualification 'Fact Sheet'. These are used as handy tools to provide an overview of the qualifications.

QUALIFICATION INFORMATION

The NQual Level 5 Diploma in Specialist Teaching Assistant is regulated by Ofqual.

- Qualification Number: 610/5120/2

Overview

The NQual Level 5 Diploma in Specialist Teaching Assistant is designed to enhance the skills and knowledge of experienced teaching assistants, enabling them to take on more advanced roles within education settings. It aims to improve the consistency and quality of support provided to learners with complex needs. A specialist teaching assistant is found in primary, secondary, special schools, alternative provision, further education institutes such as sixth forms and colleges, and a range of other education settings.

This qualification includes a route of different specialisms through the choice of optional units, which include SEND Specialist, Social and Emotional Well-being Specialist and Curriculum Specialist.

This qualification includes the 'Higher Level Teaching Assistant' optional unit, to support and better prepares learners for completing the HLTA status. This unit does not provide learners with HLTA status; however, supports the preparation for undergoing HLTA status assessment.

Entry Requirements

- Minimum age 18
- Prior teaching assistant experience
- Be employed full or part-time in a school or educational setting, working with children or young people
- Learners should hold or be working towards a Level 2 qualification in maths and English or equivalent.

Unit Guidance

Learners must achieve all mandatory units and a minimum of 20 optional unit credits. The total credit value for this qualification is 120.

Mandatory Units

Learners must achieve all of the mandatory units totalling 100 credits.

Unit Reference	Title	Level	GLH	Credit Value
Y/651/4271	The Role of a Specialist Teaching Assistant	5	30	10
A/651/4272	Regulation and Guidance	5	45	15
D/651/4273	Advancing Learning	5	60	20
F/651/4274	Planning and Assessment	5	60	20
H/651/4275	Professionalism	5	40	15
J/651/4276	Communication	5	60	20

Optional Units

Learners must achieve a minimum of 20 credits from the optional units. Learners are able to choose an optional unit worth 20 credits and additionally the Higher-Level Teaching Assistant unit at 10 credits.

Unit Reference	Title	Level	GLH	Credit Value
K/651/4277	Special Educational Needs and Disabilities (SEND) Specialist	5	40	20
L/651/4278	Social and Emotional Well-being Specialist	5	40	20
Y/651/4280	Curriculum Provision Specialist	5	40	20
A/651/4281	Higher-Level Teaching Assistant Preparation	4	20	10

Guided Learning Hours

These hours are made up of contact time, guidance or supervision from course tutors, trainers, or training providers. The Guided Learning Hours for this qualification is 335.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of understanding required for the award of this qualification. This includes the Guided Learning Hours and time spent completing independent study.

The Total Qualification Time for this qualification is 1200.

Delivery Options

NQual allows qualifications to be delivered both online and face-to-face. Please check the additional requirements with your Centre EQA if delivering qualifications online.

Grading and Assessment

Assessment is used to measure a learner's skill or knowledge against the standards set in this qualification. This qualification is internally assessed and externally quality assured.

The assessment consists of:

- An internally assessed Portfolio of Evidence and externally quality assured by NQual.

A Portfolio of Evidence can contain:

- Observation Records
- Professional Discussion and/or Q&A records
- Written answers
- PowerPoint Presentations
- Reflective Accounts
- Witness Testimony
- Assignments
- Assessment planning, session plans, assessment records

Please note this is not an exhaustive list.

Approved Centre

To deliver any NQual qualification, each centre must be approved by NQual and meet the qualification approval criteria. The recognition process requires centres to implement policies and procedures to protect learners when undergoing NQual qualifications.

Approved centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, and processes in place to deliver and assess the qualification.

Once approved to offer this qualification, centres must register learners before any assessment takes place. Centres must follow NQual's procedures for registering learners.

Support From NQual

NQual support all new and existing approved centres. We respond to all communication within 48 hours and hold regular information webinars. If you would like to book our next webinar, please visit the 'News & Events' section on our website.

Initial Assessment

It is part of the enrolment process by the approved centre to complete an initial assessment. Approved centres must ensure everyone undertaking an NQual qualification complete some form of initial assessment. This will be used to inform the tutor/trainer of current knowledge and understanding.

Reasonable Adjustment

NQual is committed to providing fair and reasonable adjustments for learners to help reduce the effect of a disability or difficulty that places the learners at a disadvantage during an assessment. For more information on Reasonable Adjustments, please see our Reasonable Adjustments and Fair Access Policy.

Responsibilities

Assessor

It is important to note, that to assess qualification content, the assessor must be occupationally competent to assess skills-based competence and/or occupationally knowledgeable to assess knowledge-based content.

Assessors who deliver NQual qualifications must possess a qualification appropriate for the level they are delivering. Examples of these can include at least one of the following:

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
- Level 3 Award in Assessing Competence in the Work Environment (for competence/skills learning outcomes only)
- Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- Level 3 Certificate in Assessing Vocational Achievement
- HEI Certificate in Education
- Qualified Teacher Status Certificate in Education in Post Compulsory Education (PCE)
- Post Graduate Certificate in Education
- Teaching Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 3 Learning and Skills Assessor Apprenticeship
- Level 5 Learning and Skills Teacher Apprenticeship

Examples of evidence for subject knowledge can include:

- Qualification at the same level or above, the qualification you are delivering
- Extensive experience at the same level or above, the qualification you are delivering

Internal Quality Assurer

Centre staff who complete Internal Quality Assurance for NQual qualification must possess or be working towards a relevant qualification. Examples of these can include at least one of the following:

- D34 Unit **Internally verify the assessment process**
- V1 Verifiers Award
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

Examples of evidence for subject knowledge must include at least one of the following:

- Qualification at the same level or above, the qualification you are quality assuring
- Extensive experience at the same level or above, the qualification you are quality assuring

MANDATORY UNITS

Unit Breakdown: Level 5 Diploma in Specialist Teaching Assistant

Learners must complete all mandatory units for this qualification.

Unit: The Role of a Specialist Teaching Assistant

Unit Code: Y/651/4271

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the role of a Specialist Teaching Assistant	1.1 Explain the role of Specialist Teaching Assistant 1.2 Explain the knowledge, skills and behaviours expected of a Specialist Teaching Assistant 1.3 Evaluate the knowledge, skills and behaviours expected of a specialist teaching assistant compare to others within the setting include; <ul style="list-style-type: none"> • Teaching Assistant • HLTA • Teacher 1.4 Identify the limits to your expertise and training
2. Be able to demonstrate behaviours expected of a Specialist Teaching Assistant	2.1 Demonstrate skills required to be a Specialist Teaching Assistant 2.2 Provide support to colleagues in a range of daily activities 2.3 Act professionally, positively and proactively 2.4 Prioritise and manage your own work load, and recognise the importance of limits to your expertise and training 2.5 Seek support with activities where necessary 2.6 Model ethical, fair, consistent, and impartial behaviours, by valuing inclusion, equity, equality and diversity within professional contexts. 2.7 Demonstrate the ability to be adaptable and resilient 2.8 Show respect, care, approachability and empathy for children, colleagues and stakeholders.

Unit Overview:

This unit aims provide learners with an understanding of the knowledge, skills and behaviours expected of a Specialist Teaching Assistant.

Assessment Requirements

A Portfolio of Evidence can contain:

- Observation Records
- Professional Discussion and/or Q&A records
- Written answers
- PowerPoint Presentations
- Reflective Accounts
- Witness Testimony
- Assignments
- Assessment planning, session plans, assessment records

Unit: Regulation and Guidance

Unit Code: A/651/4272

<p>Learning Outcomes To achieve this unit a learner must be able to:</p>	<p>Assessment Criteria Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand statutory and non-statutory Frameworks relating to your provision</p>	<p>1.1 Evaluate the difference between statutory and non-statutory Frameworks</p> <p>1.2 Explain the use of different Frameworks that relate to your provision</p> <p>1.3 Explain the statutory and non-statutory Frameworks for collecting, storing and sharing information</p> <p>1.4 Evaluate the impact of different Frameworks in your provision</p>
<p>2. Understand equity, equality, diversity and inclusion</p>	<p>2.1 Explain the following terms;</p> <ul style="list-style-type: none"> • Equity • Equality • Diversity • Inclusion <p>2.2 Evaluate why it is important to uphold values of equity, equality, diversity and inclusion</p> <p>2.3 Assess the features of an enabling environment in your provision and the impact it has on learners</p>
<p>3. Understand the principles of sustainability within your provision</p>	<p>3.1 Explain the principles of sustainability within education</p> <p>3.2 Describe how you can support sustainability in your role</p> <p>3.3 Explain how to promote sustainability throughout the setting and with parents and/or caregivers</p>
<p>4. Be able to follow regulation and guidance in your provision</p>	<p>4.1 Demonstrate the ability to follow both statutory and non-statutory Frameworks</p> <p>4.2 Demonstrate equity, equality, diversity and inclusion</p> <p>4.3 Establish a safe, stimulating and nurturing environment for learners</p>

Unit Overview:

This unit will provide specialist teaching assistants with a comprehensive understanding of the regulatory framework and guidance documents relevant to their role.

Unit Guidance

LO1

Different Frameworks: Such as, health, safety, wellbeing, safeguarding and Equality. This is not an exhaustive list.

LO2

Enabling Environment: A safe, rich and varied space for children to learn and grow.

Assessment Requirements

A Portfolio of Evidence can contain:

- Observation Records
- Professional Discussion and/or Q&A records
- Written answers
- PowerPoint Presentations
- Reflective Accounts
- Witness Testimony
- Assignments
- Assessment planning, session plans, assessment records

Unit: Advancing Learning

Unit Code: D/651/4273

<p>Learning Outcomes To achieve this unit a learner must be able to:</p>	<p>Assessment Criteria Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Understand theories of learning, their application and their implications for learning</p>	<p>1.1 Summarise theories of learning 1.2 Explain how you would apply theories of learning 1.3 Critically evaluate teaching strategies used to advance learning</p>
<p>2. Understand child development and age-related expectations</p>	<p>2.1 Explain patterns of child development and age-related expectations 2.2 Assess ways of supporting child development 2.3 Evaluate how expectations may differ for individual learners and the impact this may have on their learning and development 2.4 Identify sources of information used to inform practice</p>
<p>3. Understand the barriers to learning and how to overcome them</p>	<p>3.1 Outline barriers to learning 3.2 Identify risks and hazards which can impact learning 3.3 Explain the importance of conducting dynamic risk assessments of the learning environment 3.4 Explain the principles of behaviours for learning 3.5 Critically analyse how to positively support behaviours for learning and overcome barriers to learning 3.6 Evaluate the importance of social and cultural context on learning, including the factors that may lead to inequalities in access to education</p>
<p>4. Understand teaching strategies to advance learning</p>	<p>4.1 Identify teaching strategies to advance learning 4.2 Evaluate the impact of using equipment and resources to advance learning 4.3 Identify different equipment and resources which can support learning for a variety of learner needs 4.4 Discuss appropriate digital and emerging technologies, and their applications to support learning</p>
<p>5. Be able to advance learning</p>	<p>5.1 Apply teaching strategies to support advanced learning 5.2 Demonstrate positive support for behaviours for learning 5.3 Use strategies to support the social and emotional well-being of learners 5.4 Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities</p>

<p>6 Be able to respond to and mitigate potential hazards that may affect the learning environment</p>	<p>6.1 Undertake risk assessments of the learning environment</p> <p>6.2 Respond to hazards safely</p> <p>6.3 Mitigate hazards safely and timely</p> <p>6.4 Use appropriate equipment and resources safely</p> <p>6.5 Use technologies safely and effectively to promote learning</p> <p>6.6 Promote internet safety when using different technologies for learning</p>
--	---

Unit Overview:

This unit is designed to equip specialist teaching assistants with the knowledge and skills to effectively support and advance the learning of children and young people with special educational needs and disabilities (SEND). It will focus on the importance of building positive relationships and creating inclusive learning environments.

Unit Guidance

LO1

Theories: These may include Bandura, SDT, Erikson, and Bronfenbrenner, a minimum of two should be reviewed. *This is not an exhaustive list*

LO2

Sources of Information: This may include scientific research, feedback, trial and error testing, expertise, school data and national statistics. *This is not an exhaustive list.*

LO3

Behaviours for learning: It is an approach to understanding and developing children and young people's behaviour that focuses on their relationship with themselves, with others and with the curriculum, and promotes readiness for education.

LO4

Teaching Strategies: At least 3. Consider scaffolding, use of equipment and resources.

LO5

Whole Learning Outcome: For this learning outcome, you must demonstrate the criteria in 1:1 instances and small group instances.

Assessment Requirements

A Portfolio of Evidence can contain:

- Observation Records
- Professional Discussion and/or Q&A records
- Written answers
- PowerPoint Presentations
- Reflective Accounts
- Witness Testimony
- Assignments
- Assessment planning, session plans, assessment records

Unit: Planning and Assessment

Unit Code: F/651/4274

<p>Learning Outcomes <i>To achieve this unit a learner must be able to:</i></p>	<p>Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand rationale, methods and approaches to planning for learning</p>	<p>1.1 Explain the methods and approaches to planning for learning</p> <p>1.2 Outline the rationale for planning for learning</p> <p>1.3 Outline your settings procedure for planning learning</p> <p>1.4 Critically evaluate teaching and assessment approaches and practices using a range of research</p>
<p>2. Understand different assessment methods</p>	<p>2.1 Compare and contrast formative and summative assessments</p> <p>2.2 Evaluate the use of different assessment methods, including observation</p> <p>2.3 Explain methods of recording and reporting on assessment</p> <p>2.4 Critically evaluate a variety of teaching and assessment methods depending on the learning environments and learners' needs.</p>
<p>3. Understand the difference between curriculum, assessment and pedagogy</p>	<p>3.1 Summarise the following;</p> <ul style="list-style-type: none"> • Curriculum • Assessment • Pedagogy <p>3.2 Identify the difference between curriculum, assessment and pedagogy</p> <p>3.3 Critically evaluate the importance of considering curriculum, assessment and pedagogy in planning for learning</p>
<p>4. Be able to plan and assess learning</p>	<p>4.1 Contribute to planning for learning</p> <p>4.2 Plan how they will support the inclusion of the children and young people in the learning activities</p> <p>4.3 Assess learning using different assessment methods including formative, summative and individual needs based assessment</p> <p>4.4 Record and report on progress to a range of stakeholders</p> <p>4.5 Analyse assessment outcomes to inform reporting and future planning</p> <p>4.6 Provide feedback to learners that is meaningful to them and encourage them to respond</p>

Unit Overview:

This unit is designed to equip specialist teaching assistants with the skills to effectively plan and assess the learning of children and young people. It will cover a range of topics, including planning, assessment strategies, recording and reporting.

Assessment Requirements

A Portfolio of Evidence can contain:

- Observation Records
- Professional Discussion and/or Q&A records
- Written answers
- PowerPoint Presentations
- Reflective Accounts
- Witness Testimony
- Assignments
- Assessment planning, session plans, assessment records

Unit: Professionalism

Unit Code: H/651/4275

<p>Learning Outcomes <i>To achieve this unit a learner must be able to:</i></p>	<p>Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand the importance of reflective practice</p>	<p>1.1 Explain the components of reflective practice</p> <p>1.2 Discuss the importance of reflecting on own practice</p> <p>1.3 Explain ways of improving practice</p> <p>1.4 Identify professional support available for your role</p> <p>1.5 Explain how research findings are used to inform practices in education</p> <p>1.6 Critically evaluate professional development activities and explain the impact on own role and the wider organisation</p>
<p>2. Understand strategies to develop resilience in self and others</p>	<p>2.1 Explain the importance of resilience in your role</p> <p>2.2 Assess strategies of developing resilience</p> <p>2.3 Explain ways in which you can support developing resilience in learners</p> <p>2.4 Explain, with examples, ways in which you can be adaptable and flexible to change</p>
<p>3. Understand the principles of effective coaching and mentoring</p>	<p>3.1 Explain the difference between coaching and mentoring</p> <p>3.2 Discuss the impact of effective coaching and mentoring</p> <p>3.3 Evaluate the principles of coaching and mentoring and the use within your practice</p>
<p>4. Be able to demonstrate professionalism in role</p>	<p>4.1 Demonstrate the ability to continuously reflect on practice</p> <p>4.2 Update and maintain your own Continuous Professional Development log</p> <p>4.3 Receive and act on feedback</p> <p>4.4 Support developing resilience in learners</p> <p>4.5 Recognise signs of vulnerability in self or colleagues and the appropriate actions required to minimise risks to professional well-being</p> <p>4.6 Support the development of effective practices in others, for example through mentoring and coaching colleagues.</p> <p>4.7 Role model behaviours suitable for your setting</p>

Unit Overview:

This unit is designed to develop the professional skills and attributes of specialist teaching assistants. It will cover a range of topics supporting the Specialist Teaching Assistant to reflect on their own practice, identify support and update and maintain their own CPD Record.

Unit Guidance

LO1

Reflective Practice: Description, Analysis, Evaluation and Reflection.

Assessment Requirements

A Portfolio of Evidence can contain:

- Observation Records
- Professional Discussion and/or Q&A records
- Written answers
- PowerPoint Presentations
- Reflective Accounts
- Witness Testimony
- Assignments
- CPD logs

Unit: Communication

Unit Code: J/651/4276

<p>Learning Outcomes <i>To achieve this unit a learner must be able to:</i></p>	<p>Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i></p>
<p>1. Understand the principles of and approaches to learner voices</p>	<p>1.1 Explain what is meant by the learner's voice and the impact it can have</p> <p>1.2 Critically analyse approaches to support the learner's voice</p> <p>1.3 Describe professional support available for learners</p>
<p>2. Understand the principle of effective teamwork</p>	<p>2.1 Explain the principles of effective teamwork</p> <p>2.2 Outline active listening skills</p> <p>2.3 Evaluate the impact of effective teamwork for yourself, others and the organisation</p>
<p>3. Understand effective communication with all stakeholders</p>	<p>3.1 Explain how and when to escalate to the appropriate professional for expert help and advice</p> <p>3.2 Analyse a variety of communication methods appropriate for parents and/or carers</p> <p>3.3 Evaluate the impact of effective communication with learners, parents or carers and stakeholders</p> <p>3.4 Explain how to challenge issues and effectively undertake difficult conversations</p>
<p>4. Understand the importance of advocating for the needs of learners</p>	<p>4.1 Define the term 'advocate'</p> <p>4.2 Explain instances where you may be required to be an advocate for the needs of learners</p> <p>4.3 Evaluate the importance of advocating and championing the needs of learners</p>
<p>5. Be able to effectively communicate with learners, colleagues, parents or carers and stakeholders</p>	<p>5.1 Advocate for and champion the needs of learners</p> <p>5.2 Use active listening skills</p> <p>5.3 Work in partnership with colleagues and other professionals</p> <p>5.4 Undertake difficult conversations where necessary</p> <p>5.5 Provide appropriate advice and guidance to parents and/or carers</p> <p>5.6 Support colleagues appropriately where needed</p> <p>5.7 Establish nurturing, effective working relationships with learners, parents or carers and stakeholders</p>

Unit Overview:

This unit is designed to equip specialist teaching assistants with the essential communication skills needed to work effectively with children, young people, colleagues, and parents/carers. It will cover a range of communication strategies, including verbal, nonverbal, and written communication.

Unit Guidance

LO3

Communication Methods: Include methods relating to verbal, nonverbal and written communication

Assessment Requirements

A Portfolio of Evidence can contain:

- Observation Records
- Professional Discussion and/or Q&A records
- Written answers
- PowerPoint Presentations
- Reflective Accounts
- Witness Testimony
- Assignments
- Assessment planning, session plans, assessment records

OPTIONAL UNITS

Unit: Special Educational Needs and Disabilities (SEND) Specialist

Unit Code: K/651/4277

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand principles of special educational needs and disabilities	1.1 Describe a range of special educational needs 1.2 Evaluate the theoretical background of SEND 1.3 Explain national and local SEND policies, practices, processes and procedures relevant for educational settings 1.4 Summarise the process of formal diagnosis for individuals with SEND 1.5 Evaluate the importance of receiving a formal diagnosis for the individual, education setting and parents and/or carers
2. Understand SEND in learning	2.1 Explain the impact of SEND on children and young people's learning and development 2.2 Assess approaches to early identification of SEND 2.3 Outline tools of assessment for learners with SEND 2.4 Critically evaluate tools and strategies of learning and assessment for SEND 2.5 Explain strategies to advance learning for learners with SEND 2.6 Identify equipment and resources that can be used within learning to support those with SEND.
3. Be able to advocate for individuals with SEND	3.1 Apply approaches to the assessment and early identification of SEND 3.2 Apply strategies to adapt provision and practices to support learners with SEND 3.3 Implement national and local SEND policy, practices, processes, and procedures. 3.4 Be an advocate for individuals with SEND and promote inclusion

Unit Overview:

This unit is designed to equip specialist teaching assistants with the knowledge and skills necessary to provide effective support to children and young people with Special Educational Needs and Disabilities (SEND). It will cover a range of topics, including understanding SEND, providing support with learning and assessment, and promoting inclusion.

Unit Guidance

LO1

Range: The learner should describe at least 3.

Theoretical Background: ASD, ADHA, Disabilities, attachment and trauma, dyslexia. Theory of Mind, Executive Function, and Central Coherence, Cognitive Load Theory, Vygotsky's or Piaget's or Freire's or Inclusive Education. *This is not an exhaustive list.*

Assessment Requirements

A Portfolio of Evidence can contain:

- Observation Records
- Professional Discussion and/or Q&A records
- Written answers
- PowerPoint Presentations
- Reflective Accounts
- Witness Testimony
- Assignment
- Assessment planning, session plans, assessment records

Unit: Social and Emotional Well-being Specialist

Unit Code: L/651/4278

<p>Learning Outcomes To achieve this unit a learner must be able to:</p>	<p>Assessment Criteria Assessment of these outcomes demonstrates a learner can:</p>
<p>1 Understand principles of social and emotional well-being</p>	<p>1.1 Describe how to identify learners who may need support with their social and emotional well-being</p> <p>1.2 Evaluate the theoretical research of social and emotional well-being</p> <p>1.3 Explain national and local social and emotional well-being policies, practices, processes and procedures relating to learners</p>
<p>2 Understand social and emotion well-being in learning</p>	<p>2.1 Explain the impact of social and emotional well-being on children and young people's learning and development</p> <p>2.2 Explain approaches to the promotion of social and emotional well-being in educational contexts</p> <p>2.3 Outline tools available to promote social and emotional well-being to advance learning</p> <p>2.4 Critically evaluate tools and strategies of learning and assessment to advance social and emotional well-being in learning and assessment</p> <p>2.5 Identify implications for individuals who need support with their social and emotional well-being, in early and later adult life</p>
<p>3 Be able to advocate for individuals who need support with social and emotional well-being</p>	<p>3.1 Implement national and local policies, practices, processes, and procedures related to social and emotional well-being.</p> <p>3.2 Identify and signpost learners in need of social and emotional well-being intervention</p> <p>3.3 Apply strategies to support the social and emotional well-being of learners</p> <p>3.4 Be an advocate for individuals who need support with their social and emotional well-being and promote inclusion</p>

Unit Overview:

This unit is designed to equip specialist teaching assistants with the knowledge and skills to support the social and emotional wellbeing of children and young people. It will cover a range of topics, including understanding positive promotion of social and emotion wellbeing and the impact on learning.

Unit Guidance

LO1

Theoretical Research: Such as Maslow and Attachment Theories. *This is not an exhaustive list.*

Assessment Requirements

A Portfolio of Evidence can contain:

- Observation Records
- Professional Discussion and/or Q&A records
- Written answers
- PowerPoint Presentations
- Reflective Accounts
- Witness Testimony
- Assignments
- Assessment planning, session plans, assessment records

Unit: Curriculum Provision Specialist

Unit Code: Y/651/4280

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1 Understand the principles of curriculum provision	1.1 Describe the curriculum in your provision 1.2 Evaluate the theoretical research to progression within a specific curriculum area 1.3 Explain national and local curriculum policies, practices, processes and procedures relating to specific curriculum provision 1.4 Critically evaluate the importance and impact of the curriculum on children and young people's learning and development
2 Understand social and emotional well-being in learning	2.1 Explain approaches to planning sequences of learning in a specific curriculum area 2.2 Outline tools available for assessment within a specific curriculum area to advance learning 2.3 Critically evaluate strategies of promoting curriculum for the benefit of children and young people
3. Be able to advocate for curriculum	3.1 Implement national and local policies, practices, processes, and procedures related to the specific curriculum provision. 3.2 Adapt planning and assessment to support learning and progress in the specific area of curriculum provision 3.3 Support colleagues by advocating for the specific curriculum provision

Unit Overview:

This unit is designed to equip specialist teaching assistants with a comprehensive understanding of curriculum and assessment practices, enabling them to effectively support the learning and development of children and young people.

Assessment Requirements

A Portfolio of Evidence can contain:

- Observation Records
- Professional Discussion and/or Q&A records
- Written answers
- PowerPoint Presentations
- Reflective Accounts
- Witness Testimony
- Assignments
- Assessment planning, session plans, assessment records

Unit: Higher-Level Teaching Assistant Preparation

Unit Code: A/651/4281

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the role of a Higher-Level Teaching Assistant	1.1 Explain the role of Higher-Level Teaching Assistant 1.2 Explain the knowledge, skills and behaviours expected of a Higher-Level Teaching Assistant 1.3 Evaluate the difference between a Higher-Level Teaching Assistant compared to other roles in your institution
2. Be able to demonstrate behaviours expected of a Higher-Level Teaching Assistant	2.1 Demonstrate skills required to be a Higher-Level Teaching Assistant 2.2 Be able to plan and prepare a lesson 2.3 Identify the objectives, content and intended outcomes for the learning activities prepared 2.4 Support learners with special educational needs and disabilities (SEND) to access the curriculum 2.5 Support the development and well-being of children and young people through multiple frameworks 2.6 Be able to advance learning when working with whole classes without the presence of the assigned teacher

Unit Overview:

This unit aims to support and better prepare learners for completing the HLTA status. This unit does not provide learners with HLTA status; however, supports the preparation for undergoing HLTA status assessment.

Unit Guidance

LO2

Whole Learning Outcome: For this learning outcome, you must demonstrate the criteria in 1:1 instances, small group instances and working with whole classes without the presence of an assigned teacher.

HTLA Status Preparations

Learners must prepare a portfolio of evidence mapped to the Higher-Level Teaching Assistant standards.

Assessment Requirements

A Portfolio of Evidence can contain:

- Observation Records
- Professional Discussion and/or Q&A records
- Written answers
- PowerPoint Presentations
- Reflective Accounts
- Witness Testimony
- Assignments
- Assessment planning, session plans, assessment records



www.nqual.co.uk
admin@nqual.co.uk
01925-964-903

