



## TQUK Level 4 Certificate for Higher Level Teaching Assistants (RQF)

Qualification Specification

Qualification Number: 603/1432/1





## Introduction

### Welcome to TQUK.

TQUK is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation and/or Qualifications Wales. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website [www.tquk.org](http://www.tquk.org) for news of our latest developments.

### Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the qualification specification is to guide a centre through the process for delivering the qualification.

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our website [www.tquk.org](http://www.tquk.org).

Qualification specifications can be found also be found on our website [www.tquk.org](http://www.tquk.org).

Please check the website regularly to ensure that you are using the most up to date version.

If you have any further questions, please contact TQUK.

### **Use of TQUK Logo, Name and Qualifications**

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo.

Any representation of TQUK's logo must be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed, TQUK should be notified. TQUK is required to monitor a centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a recognised TQUK centre, it must immediately discontinue the use of TQUK's logo, name and qualifications.

### **Introduction to the Qualification**

The TQUK Level 4 Certificate for Higher Level Teaching Assistants (RQF) is regulated by Ofqual.

The qualification was developed in association with NCC Resources.

### **Qualification Purpose**

This qualification is aimed at learners employed in a teaching assistant role who wish to progress to Higher Level Teaching Assistant status. The purpose is to develop learners' knowledge, understanding and skills to enable them to address the challenges that they meet in their workplace. They will also develop an understanding of the knowledge required to support individuals and small groups and to support individuals with a range of additional needs.

## Entry Requirements

It is recommended that learners have a minimum of level two in literacy and numeracy or equivalent and be working/volunteering in a school as a teaching assistant.

The qualification is suitable for learners of 16 years of age and above.

## Progression

Successful learners may wish to progress to a teaching qualification such as:

TQUK Level 3 Award in Education and Training

TQUK Level 4 Certificate in Education and Training

TQUK Level 5 Diploma in Education and Training

## Structure

Learners must achieve 36 credits from seven mandatory units.

Title	Unit ref.	Level	Guided Learning Hours	Credit value
Understand the Higher Level Teaching Assistant role	M/615/7083	4	12	4
Child development and welfare	T/615/7084	4	12	4
Awareness of special educational needs	A/615/7085	4	13	4
Promoting positive behaviour in children and young people	F/615/7086	4	12	4
Providing support for individual learners and small groups	J/615/7087	4	13	8
Developing skills to promote positive working relationships	L/615/7088	4	12	4
Curriculum planning, delivery and assessment	R/615/7089	4	13	8

## 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 attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 360 hours

## Guided Learning Hours

These hours are made up of all contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 87

## Assessment

The qualification is assessed by internally set and marked assessments subject to external quality assurance and must include confirmation of workplace competence.

Learners must complete a minimum of 50 hours work/ work placement in a relevant role as part of the achievement of the qualification.

Recommended assessment methods include:

Portfolio of evidence from real work/classroom situations which includes observation and/or witness testimony (units 5, 6, 7) for demonstration of practical skills and application of knowledge and understanding (usually learning outcomes beginning with 'Be able to'):

All learning outcomes which assess knowledge and understanding (usually beginning with 'Understand') may be assessed through, for example, internally set and marked written examination, written assignments, tasks, records of oral or written questions, work books or other portfolio evidence,

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes must be met to achieve a pass - there is no grading.

## Centre Recognition

To offer any TQUK qualification, each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support a recognised centre's quality systems.

Recognised 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, to deliver and assess the qualification.

## Support from TQUK

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

## Course Delivery

### Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

### Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

## Learner Registration

Once approved to offer a qualification, the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

## Trainer/Assessor Requirements

Tutors/trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they are delivering. This can include:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

## Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (training, assessing or IQA) will also need to be '*occupationally competent in the subject area being delivered*'. This could be evidenced by a combination of the below:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

## Useful Websites

Health and Safety Executive [www.hse.gov.uk](http://www.hse.gov.uk)

Office of Qualifications and Examinations Regulation [www.ofqual.gov.uk](http://www.ofqual.gov.uk)

Register of Regulated Qualifications <http://register.ofqual.gov.uk>

Health and Safety Executive NI <https://www.hseni.gov.uk/>

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS)  
<https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

DAQW – Database of Approved Qualifications [www.daqw.org.uk](http://www.daqw.org.uk) for public funding in Wales

Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education [www.deni.gov.uk](http://www.deni.gov.uk) for public funding in Northern Ireland.

Unit 1

<b>Title:</b>		Understand the Higher Level Teaching Assistant role M/615/7083	
<b>Level:</b>		4	
<b>Credit value:</b>		4	
<b>Guided learning hours:</b>		12	
<b>Learning outcomes</b>		<b>Assessment criteria</b>	
The learner will:		The learner can:	
1.	Understand the functions of and requirements for being a Higher Level Teaching Assistant	1.1	Explain the function of a Higher Level Teaching Assistant
		1.2	Describe the roles of a Higher Level Teaching Assistant
		1.3	Describe the responsibilities of a Higher Level Teaching Assistant
2.	Understand the requirements for continuing professional development specific to the role of the Higher Level Teaching Assistant	2.1	Explain why it is necessary to undertake continuing professional development
		2.2	Analyse the benefits to practice of continuing professional development
		2.3	Describe how to implement feedback received to enhance own knowledge and skillset
3.	Understand how to work as a team and share effective practice with colleagues	3.1	Explain the advantages of working as a team
		3.2	Identify the roles within own team
		3.3	Analyse opportunities for collaborative working within own team
		3.4	Explain how to contribute to the development of effective practice of own team members

Unit 2

<b>Title:</b>		Child development and welfare T/615/7084	
<b>Level:</b>		4	
<b>Credit value:</b>		4	
<b>Guided learning hours:</b>		12	
<b>Learning outcomes</b>		<b>Assessment criteria</b>	
The learner will:		The learner can:	
1.	Understand the phases of child development	1.1	Summarise the stages of physical development from age 5-to 16 yrs.
		1.2	Summarise the stages of social development from age 5-to 16 yrs.
		1.3	Summarise the stages of intellectual growth from age 5-to 16 yrs.
2.	Be able to analyse the factors that affect children's development	2.1	Summarise the external factors that can affect a child's development
		2.2	Summarise the personal factors that can affect a child's development
		2.3	Discuss the theories and frameworks for supporting child development and their impact on current practice
3.	Understand the impact that parents and carers can have on the welfare and development of a child	3.1	Explain the impact that parents and carers have in the development of a child
		3.2	Explain the impact that parents and carers can have on the welfare of children
4.	Understand how support frameworks can influence the development and welfare of children and young people	4.1	Evaluate the impact of support frameworks on the development of children and young people
		4.2	Evaluate the impact of support frameworks on the welfare of children and young people

Unit 3

<b>Title:</b>		Awareness of special educational needs A/615/7085	
<b>Level:</b>		4	
<b>Credit value:</b>		4	
<b>Guided learning hours:</b>		13	
<b>Learning outcomes</b>		<b>Assessment criteria</b>	
The learner will:		The learner can:	
1.	Understand the special educational needs code of practice and disabilities legislation which relate to supporting learners	1.1	Describe the main points of the SEND code of practice: 0 to 25 years
		1.2	Describe the main points of disabilities legislation relevant to supporting children and young people with special educational needs
		1.3	Explain the role of the Special Educational Needs Coordinator (SENCo) in ensuring that learners' needs are met
2.	Understand the importance of equality, diversity and inclusion legislation and codes of practice	2.1	Describe the main points of legislation and code of practice that relate to equality, diversity and inclusion
		2.2	Explain, with examples, how a child or young learner may experience prejudice
		2.3	Explain, with examples, how a child or young learner may experience discrimination
		2.4	Evaluate the impact of prejudice on children and young people
		2.5	Evaluate the impact of discrimination on children and young people
		2.6	Evaluate how the principles of inclusive education are applied within own work role
3.	Understand how to support	3.1	Describe the features of common special educational

	children and young people who have special educational needs		needs conditions likely to be displayed by learners
		3.2	Describe the types of support which are provided for children and young people with special educational needs
4.	Understand the special educational requirements of learners with sensory and/or physical impairments.	4.1	Summarise how a primary disability can affect the social development of children and young people
		4.2	Summarise how a primary disability can affect the emotional development of children and young people
		4.3	Summarise how a primary disability can affect the physical development of children and young people
		4.4	Explain how to establish the sensory and/or physical needs of learners
		4.5	Describe the roles and responsibilities of others who are involved in providing support for learners with sensory and/or physical needs
		4.6	Describe the specialist equipment and technology used to support learners with sensory and/or physical needs
5.	Understand how to provide support for children and young people with English as an additional language	5.1	Explain how to ensure use of language and vocabulary that is age appropriate and appropriate to the level of understanding of learners
		5.2	Describe ways of implementing language structures and words to help expand the vocabularies of young learners

Unit 4

<b>Title:</b>		Promoting positive behaviour in children and young people F/615/7086	
<b>Level:</b>		4	
<b>Credit value:</b>		4	
<b>Guided learning hours:</b>		12	
<b>Learning outcomes</b>		<b>Assessment criteria</b>	
The learner will:		The learner can:	
1.	Understand policies and procedures which promote positive behaviour in children and young people	1.1	Describe the main points of policies and procedures that promote positive behaviour in children and young people
		1.2	Explain how policies and procedures in own workplace support children and young people to: <ul style="list-style-type: none"> <li>- feel safe and secure</li> <li>- demonstrate positive behaviour</li> <li>- develop their social and emotional skills</li> <li>- understand expectations and boundaries</li> </ul>
		1.3	Explain why fairness and consistency are important when implementing rules and boundaries for behaviour
2.	Promote positive behaviours in children and young people	2.1	Evaluate the benefits of promoting positive values, attitudes and behaviour in children and young people
		2.2	Demonstrate how ground rules underpin the development of appropriate values, attitudes and behaviour in children and young people
		2.3	Propose strategies which promote positive values, behaviour and attitudes in children and young people
3.	Address challenging and inappropriate behaviour from	3.1	Identify factors, including triggers and patterns, that lead to challenging behaviours

	children and young people	3.2	Explain strategies to pre-empt, divert or diffuse potential flash points for challenging behaviours
		3.3	Demonstrate methods of managing challenging behaviour in accordance with the policies and procedures
		3.4	Support children and young learners to recognise situations that are likely to trigger inappropriate behaviour and how to avoid them
		3.5	Recognise and respond to negative behaviours including bullying and harassment in accordance with policies and procedures
4.	Contribute to reviews of behaviour and behaviour management policies	4.1	Evaluate the effectiveness of behaviour management policies
		4.2	Provide feedback on the performance of behaviour management policies to support their review and development

Unit 5

<b>Title:</b>		Providing support for individual learners and small groups J/615/7087	
<b>Level:</b>		4	
<b>Credit value:</b>		8	
<b>Guided learning hours:</b>		13	
<b>Learning outcomes</b>		<b>Assessment criteria</b>	
The learner will:		The learner can:	
1.	Provide support for individual learners	1.1	Select and prepare the resources required for the planned learning activities for individuals
		1.2	Develop and adapt resources to meet the needs of individuals
		1.3	Use learning support strategies that meet the needs of individuals
		1.4	Confirm that health, safety, security and access requirements for the learning environment are met
		1.5	Assess how well an individual learner is participating in activities and the progress made
		1.6	Use the outcomes of observations and assessments to: <ul style="list-style-type: none"> <li>– provide feedback to the learner on progress made</li> <li>– provide the teacher with constructive feedback on the learning activities</li> <li>– provide the teacher with feedback on the learner’s participation and progress</li> <li>– reflect on and improve own practice in supporting learning activities</li> </ul>
2.	Provide support for small groups of learners	2.1	Select and prepare the resources required for the planned learning activities for a group of learners
		2.2	Develop and adapt resources to meet the needs of the group

		2.3	Use learning support strategies that meet the needs of the group
		2.4	Confirm that health, safety, security and access requirements for the learning environment are met
		2.5	Support the learners in a way that balances the needs of individuals and the group as a whole
		2.6	Assess how well learners are participating in group activities and the progress made
		2.7	Use the outcomes of observations and assessments to: <ul style="list-style-type: none"> <li>– provide feedback to the group on progress made</li> <li>– provide the teacher with constructive feedback on the group learning activities</li> <li>– provide the teacher with feedback on the group’s participation and progress</li> <li>– reflect on and improve own practice in supporting learning activities</li> </ul>
		2.8	Evaluate how own knowledge, understanding and skills in literacy, numeracy and ICT impact upon the support provided

Unit 6

<b>Title:</b>		Developing skills to promote positive working relationships L/615/7088	
<b>Level:</b>		4	
<b>Credit value:</b>		4	
<b>Guided learning hours:</b>		13	
<b>Learning outcomes</b>		<b>Assessment criteria</b>	
The learner will:		The learner can:	
1.	Be able to communicate with children, young people, colleagues, parents and carers	1.1	Communicate effectively with children and young people
		1.2	Communicate effectively with colleagues
		1.3	Communicate effectively with parents and carers
		1.4	Communicate information about attainment, objectives, progress and well-being to parents and carers
2	Be able to work collaboratively with colleagues	2.1	Demonstrate the ability to work collaboratively with colleagues towards agreed objectives

Unit 7

<b>Title:</b>		Curriculum planning, delivery and assessment R/615/7089	
<b>Level:</b>		4	
<b>Credit value:</b>		8	
<b>Guided learning hours:</b>		12	
<b>Learning outcomes</b>		<b>Assessment criteria</b>	
The learner will:		The learner can:	
1.	Plan and deliver lessons which meet the objectives and intended outcomes of learning activities designed for a range of age groups and abilities	1.1	Use a range of teaching strategies to meet learners' needs
		1.2	Plan activities which encourage learners to develop their literacy, numeracy, ICT and thinking and learning skills
		1.3	Evaluate how learners' prior knowledge and achievement enables them to progress towards intended learning outcomes
		1.4	Deliver lessons using language appropriate to the age and ability of the learners
		1.5	Adapt delivery to suit the activity and the needs of the learners
		1.6	Demonstrate ability to manage learning for: <ul style="list-style-type: none"> <li>- individual learners</li> <li>- groups</li> <li>- whole classes</li> </ul>
2.	Understand how to use ICT skills to support teaching and learning	2.1	Identify opportunities to use ICT to support learning
		2.2	Describe ways to encourage learners to use ICT to: <ul style="list-style-type: none"> <li>- solve problems</li> <li>- work collaboratively</li> <li>- find information</li> </ul>
		2.3	Evaluate the response of learners to ICT programmes and materials to ensure that they are

			meeting the needs of the learners
3.	Use a range of strategies to set learning objectives and monitor progress and attainment	3.1	Provide feedback to learners, colleagues, parents and carers on learners': <ul style="list-style-type: none"> <li>- attainment</li> <li>- progress</li> <li>- areas for development</li> </ul>
		3.2	Support learners to enable them to: <ul style="list-style-type: none"> <li>- reflect on their learning</li> <li>- identify progress made</li> <li>- set targets for further learning</li> <li>- become independent learners</li> </ul>
		3.3	Use assessment activities to: <ul style="list-style-type: none"> <li>- diagnose learners' needs,</li> <li>- set targets for further learning</li> <li>- plan future teaching and learning</li> </ul>
4.	Be able to monitor learners' progress through maintaining and analysing records	4.1	Maintain records of learners' progress
		4.2	Analyse learners' records to inform support and feedback