



Qualifications for Teaching Assistants

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Qualifications for Teaching Assistants

Introduction

Version 1 of *Qualifications for Teaching Assistants* was published by the Employers' Organisation for local government in September 2002. The purpose of the document was to explain the range of different qualifications available to teaching assistants and the relationships between these. Publication of the first 'edition' was timed to coincide with the introduction of the new National Vocational Qualifications (NVQs) for teaching assistants as well as a range of Vocationally Related Qualifications (VRQs) linked to the these. It was recognised, however, that further qualifications would become available in the year following publication and that *Qualifications for Teaching Assistants* would need to be updated to reflect any changes. This document is the promised updated publication. Version 2 of *Qualifications for Teaching Assistants* reflects the significant changes that have occurred in both qualifications and progression opportunities for teaching assistants since September 2002.

The national occupational standards for teaching assistants were approved in 2001. NVQs and VRQs linked to these standards, started to be accredited to the National Qualifications Framework from summer 2002. This was the first time that LEAs, schools and teaching assistants had access to nationally recognised qualifications developed specifically for teaching assistants which provided clear progression routes into and within employment.

Traditionally, however, a large number of qualifications have been available to teaching assistants with varying degrees of relevance and opportunities for progression. These include qualifications for teaching assistants which pre-date the national occupational standards and National Qualifications Framework, and qualifications in related areas such as early years and playwork, some of which are accredited to the National Qualifications Framework and some of which are not. The large and diverse range of qualifications makes it difficult for LEAs, schools and teaching assistants to make informed judgements about which qualifications may be most appropriate according to current individual circumstances and future aspirations.

In the past year and a half, the number of accredited qualifications has increased, providing a greater choice as well as availability of nationally recognised qualifications designed specifically for teaching assistants. There is now a clear progression route for teaching assistants working at level 2 right through to Qualified Teacher Status at graduate or postgraduate level. As the revised document shows, there are also a number of qualifications and training programmes to support transition between levels.

The importance of nationally recognised qualifications for teaching assistants has been emphasised through the development of a number of local grading schemes which link qualifications to pay grades. Also significant is the National Agreement, *Raising standards and tackling workload*, which represents government, employer and union agreement on the potential role of school support staff in implementing the national agreement through taking on new and additional responsibilities in schools. The Education (Specified Work and Registration) England Regulations, which came into effect in August 2003, set out the circumstances in which aspects of teaching roles ("specified work") can be performed by staff with different levels of qualification – albeit under the direction and supervision of a teacher. The Regulations cover all existing support staff who work with pupils, not just those staff working in a higher level teaching assistant (HLTA) role and new staff. However, the guidance accompanying the Regulations makes

clear that headteachers should ensure that any support staff member has the skills, experience and expertise required to carry out the “specified work”, and that the headteacher is strongly recommended to have regard to the HLTA standards in determining whether a member of support staff has the necessary level of skills and expertise. The Welsh Assembly Government will consider the equivalent regulations for Wales in due course.

New roles and progression opportunities for teaching assistants are provided by the introduction of HLTA status. The development of Modern Apprenticeships and the expansion of foundation degrees for teaching assistants are equally important to the development of the teaching assistant workforce. This document attempts to explain the nature and inter-relationships between qualifications¹ and progression opportunities for teaching assistants in England, Wales and Northern Ireland². The guidance is aimed at LEA officers responsible for the training and qualification of teaching assistants, and Head Teachers. It will also be of interest to teaching assistants themselves and to training providers.

As described within this document, development of the qualifications, job roles and progression opportunities for teaching assistants and other school support staff is on-going. This guidance document reflects the situation at the end of May 2004 and, if appropriate, will be updated during 2005.

Do teaching assistants need a qualification?

There are currently no mandatory qualifications for teaching assistants. However, ensuring they have access to relevant training and qualifications will help LEAs and schools to maintain high quality support for teaching and learning in the classroom. It also demonstrates to teachers, parents and Ofsted, as well as teaching assistants themselves, that they are recognised and supported as valued members of the school staff team. Gaining a nationally recognised qualification is good for self esteem and confidence as well the ability to do a good job, all of which contribute to job satisfaction, staff retention and raising standards in schools.

Many LEAs have now established local frameworks and grading structures for teaching assistants. Some of these link specific qualifications to pay grades – the qualifications may be presented as a recommendation or a requirement for grading purposes. Others provide examples of qualifications that could be used to support decisions about pay grades. It is important, therefore, that any decisions about the need for or desirability of teaching assistants gaining a relevant qualification should be taken in the context of local grading schemes where they exist.

The National Joint Council for Local Government Services (NJC) has published a series of job profiles for school support staff³ including teaching assistants (available at www.lg-employers.gov.uk). The job profiles can be used by LEAs to develop detailed job descriptions that can be evaluated in accordance with local grading schemes. The NJC guidance for the development of support staff in schools stresses the importance of LEAs working with recognised unions as well as schools to develop and implement local

¹ Specialist qualifications for those working with children and young people with special educational needs (e.g. visually impaired, deaf) are not included.

² Scotland has a different education system and qualifications framework which is not covered by this document.

³ National Joint Council for Local Government Services 2003, *School Support Staff – The Way Forward*, Employers Organisation for local government, GMB, T&G and UNISON.

frameworks to assist schools to recruit, retain and develop a skilled and committed school workforce.

The National Agreement, *Raising standards and tackling workload*, outlines the responsibilities of those in higher level teaching assistant type roles in delivering a wider range of activities in the classroom. Standards for HLTAs have been developed by the Teacher Training Agency (TTA) and were published in September 2003. The HLTA standards are based on the standards for qualified teachers and, alongside other routes, provide progression opportunities to Qualified Teacher Status (QTS) for those who want this. There are national as well as local entry requirements for HLTA training and other progression routes into teaching. Decisions about qualifications for teaching assistants, therefore, should take account of the statutory framework as well as standards of competence and personal aspirations for progression.

What is a nationally recognised qualification?

Nationally recognised qualifications are part of the National Qualifications Framework (see below). They are awarded by an organisation external to the school and the LEA (an awarding body). Responsibility for regulating external qualifications lies with the three regulatory authorities for England, Wales and Northern Ireland⁴. Nationally recognised qualifications have to meet strict criteria to be approved to the National Qualifications Framework. The regulatory authorities also oversee the work of the awarding bodies. Awarding bodies work to a Common Code of Practice which includes stringent criteria for ensuring the quality and consistency of the qualifications they provide.

What is the National Qualifications Framework?

The regulatory authorities for England, Wales and Northern Ireland (QCA, ACCAC and CCEA) are working in partnership to develop a coherent national framework of qualifications. The National Qualifications Framework (NQF) has recently been revised. The existing NQF remains in effect until 1 September 2004 when it will be replaced by the revised NQF.

“The NQF aims to:

- promote access, motivation and achievement in education and training, strengthening international competitiveness;
- promote life-long learning by helping people to understand clear progression routes;
- avoid duplication and overlap of qualifications while making sure all learning needs are covered;
- promote public and professional confidence in the integrity and relevance of national awards.” (QCA 2004⁵)

The existing NQF helps clarify the relationships between qualifications, including broad equivalences, and enables employers to distinguish between those qualifications that demonstrate occupational competence and have been assessed in the workplace and those that prepare people for work and certificate achievement at the end of a course.

⁴ The Qualifications and Curriculum Authority (QCA), the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) and the Council for the Curriculum, Examinations and Assessment in Northern Ireland (CCEA).

⁵ QCA 2004 *The National Qualifications Framework* at www.qca.org.uk

The framework includes three different categories of qualifications - general, vocationally related and occupational, with increasing occupational focus of qualifications. Qualifications are also assigned to one of six levels - Entry level, plus levels 1 to 5. The levels are distinguished by the degree of knowledge, skills and understanding, autonomy, analysis and creative thinking within the qualification. The positioning of qualifications at the same level only indicates that they are broadly comparable in terms of general level of outcome; it does not indicate that they have the same purpose, content or outcomes. Only qualifications which have been accredited by the regulatory authorities are included in the NQF.

Structure of the existing National Qualifications Framework

Level of qualification	Categories		
	General attest to attainment in a subject	Vocationally related attest to attainment in a vocational area	Occupational attest to attainment of competence in the work place
5	Higher level qualifications		Level 5 NVQ
4			Level 4 NVQ
3 advanced	A levels and AVCE	Vocational qualifications	Level 3 NVQ
2 intermediate	GCSE grade A*-C		Level 2 NVQ
1 foundation	GCSE grade D-G		Level 1 NVQ
entry level	certificate of achievement		

Increasing occupational focus →

Increasing levels of knowledge, skills and understanding ↑

Structure of the revised National Qualifications Framework

The revised NQF was published in April 2004 and comes into effect on 1 September 2004. The number of levels has been increased to nine (entry level to level 8) to allow for clearer links with the framework for higher education qualifications. The lower levels (entry level to level 3) remain unchanged.

Another change is that the three categories of qualifications - 'general', 'vocationally related' and 'occupational' - have been removed. Consultation carried out as part of the review of arrangements for the regulation of external qualifications suggested that these categories do not promote recognition across academic and vocational qualifications.

The table below shows how the revised NQF maps to the existing NQF and the framework for higher education qualifications (FHEQ).

FHEQ		Revised NQF		Existing NQF
D	(Doctoral) Doctorates	8	Vocational diplomas	5 Higher level qualifications
M	(Masters) Masters degrees, postgraduate certificates and diplomas	7	Key skills Vocational certificates and diplomas [NVQ 5]	
H	(Honours) Bachelors degrees with honours, graduate certificates and diplomas	6	Vocational certificates and diplomas	4 Higher level qualifications
I	(Intermediate) Foundation degrees, ordinary (Bachelors) degrees, Diplomas of Higher Education and Further Education, Higher National Diplomas	5	Key skills Vocational certificates and diplomas [NVQ 4]	
C	(Certificate) Certificates of Higher Education	4	Vocational certificates and diplomas	
		3	Key skills Vocational certificates and diplomas A Levels [NVQ 3]	3 Advanced
		2	Key skills Vocational certificates and diplomas GCSE (Grades A* - C) [NVQ 2]	2 Intermediate
		1	Key skills Vocational certificates and diplomas Basic skills GCSE (Grades D - G) [NVQ 1]	1 Foundation
		Entry level	Basic skills Entry level certificates	Entry

Level indicators have been developed to show the learning and achievement that is recognised by qualifications at each of the nine levels and how the skills and knowledge relate to job roles. They are offered as working guides and are not intended to be precise or comprehensive.

Further information about the NQF, including the level indicators, is available on the QCA website at www.qca.org.uk. Information about the framework for higher education qualifications can be found on the QAA website at www.qaa.ac.uk.

What is the difference between the different sorts of qualification on the existing National Qualifications Framework?

General qualifications are subject-based qualifications such as GCSEs and A levels. Although these are not essential to the role, teaching assistants will need to have at least a basic understanding of English and maths to be able to support literacy and numeracy learning in the classroom. As described below, there are specific requirements for those wishing to use their teaching assistant experience and qualifications as a route into teaching.

Vocationally related qualifications (VRQs) are linked to national occupational standards and provide a learning pathway for those not yet in employment or who prefer a more traditional study-based training programme. They are particularly suited to less confident learners who may benefit from the support offered by mediated learning experiences and tutor guidance. Although VRQs are closely related to occupational roles and include some work-based experience, they are usually assessed by assignments, projects and sometimes short written tests. The assessments will often relate to activities carried out during work-based practice and may include an element of assessment in the workplace. The VRQs for teaching assistants will provide most if not all of the underpinning knowledge for the National Vocational Qualification (NVQ) at the same level as well as developing practical skills needed to do the job and possible achievement of the NVQ in due course.

Occupational qualifications (NVQs), unlike VRQs, which are linked to national occupational standards, are firmly based on national occupational standards and recognise the person's competence to do the job to these standards in the workplace. The NVQs for Teaching Assistants are based on the national occupational standards for teaching assistants that were developed by the Employers' Organisation for local government⁶ working closely with practitioners, school managers, LEA officers and others to ensure they reflect agreed best practice. Although the national occupational standards for teaching assistants were developed by a local government organisation, they are also appropriate to the work of teaching assistants in the independent sector.

National Vocational Qualifications for Teaching Assistants

There are two NVQs specifically developed for teaching assistants - one at level 2 and one at level 3 on the National Qualifications Framework:

- the level 2 is suitable for people new to the role or whose responsibilities at work are limited in scope;
- the level 3 is suitable for experienced teaching assistants whose working role calls for competence across a varied range of responsibilities.

NVQs assess the application of skills and knowledge to real work practices. NVQ assessment is rigorous and makes use of evidence from real work situations. For this reason it is important that the teaching assistant is already in a post that includes a sufficient range of responsibilities to achieve the qualification or that there are opportunities for the teaching assistant to take on additional responsibilities so that enough units can be covered for the full NVQ. There is no requirement to complete the

⁶ The national occupational standards were developed by the Local Government National Training Organisation (LGNTO) which was, at the time, part of the Employers' Organisation for local government. LGNTO was closed down on 31 March 2002 and its responsibilities for national occupational standards are currently covered by the Employers' Organisation for local government.

level 2 award before the level 3. Teaching assistants can go straight in at level 3 as long as they have a sufficient range of responsibilities. The structures of the level 2 and level 3 NVQs for Teaching Assistants are shown in Annex 1.

NVQs are made up of a number of units of competence. Within the NVQ structure, some units are mandatory - which means that all candidates must achieve these to gain the full qualification. Some units are optional – the candidate and/or their employer can choose optional units that best fit the candidate's responsibilities. Candidates seeking the full NVQ must complete the mandatory units and take the required number of optional units, complying with any rules governing the choice of these options.

Candidates taking the level 2 NVQ for Teaching Assistants have to achieve four mandatory units and a further three units selected from the group of options. There are no rules governing the choice of optional units although employment expectations are likely to make some more relevant than others, e.g. most teaching assistants will be involved in supporting literacy and numeracy and would use the relevant optional unit to demonstrate their competence in this important aspect of their job role. (See Annex 1 for the content of the level 2 NVQ.)

Candidates taking the level 3 award have to achieve a total of ten units, four of which are mandatory. A further six units must then be selected from across four sets of optional units. The option sets are designed to ensure that all candidates have a breadth of skills and knowledge covering all aspects of competent performance as well as opportunity to develop specialist competences such as working with pupils with special educational needs. At least one unit must be selected from each of the option sets. A further two optional units are required and these can be selected from any of the remaining optional units. Again, employment expectations will determine to a large extent which of the optional units are relevant to an individual candidate and it is likely that the literacy/numeracy unit(s) will be applicable to most teaching assistant job roles at this level. (See Annex 1 for the content of the level 3 NVQ.)

Units of competence can be separately certificated within the NVQ system. This means people can work towards a qualification at their own pace, providing evidence and gaining certificates for one unit at a time, if that is their preference. Once the required number and type of units specified for the qualification have been achieved, a full NVQ certificate is awarded.

NVQs are not linked to specific training programmes although teaching assistants may need to attend a training course to cover the underpinning knowledge requirements. Locally arranged courses, e.g. the DfES Induction programme or school-based training events, may also help but teaching assistants will develop a lot of the required knowledge and skills from their experience of doing the job. One of the benefits of NVQs is that prior, as well as existing, learning and experience can be used as evidence of occupational competence.

NVQ assessment is carried out by qualified assessors who must also have relevant occupational expertise. The assessor will watch the teaching assistant at work in order to make judgements about his/her competence. Candidates may also gather and present examples of things they have produced at work (e.g. learning materials they have developed), or statements from people who have observed them working (e.g. the class teacher), as evidence for assessment. Apart from an assessor who will visit the candidate on a regular basis, a teaching assistant would benefit from having a mentor within the school to support him/her in working towards the NVQ. The candidate's progress will also be monitored by both an internal and external verifier to ensure s/he is working to the national occupational standards.

In February 2004 there were over 300 centres approved by the awarding bodies to deliver the NVQs for Teaching Assistants. Around 10,000 people have registered for one or other of the NVQs and about 1,200 certificates have been awarded. The Employers' Organisation for local government is working closely with the awarding bodies to explore ways of improving the NVQ infrastructure to ensure access to training and assessment for all those wishing to do an NVQ for Teaching Assistants.

Which teaching assistant qualifications are approved to the National Qualifications Framework?

The national occupational standards for teaching assistants were approved in April 2001 and qualifications based on these standards - both NVQs and VRQs – started to be accredited to the framework in summer 2002. The qualifications accredited, or known to be in development in April 2004 are shown below. Further qualifications are being developed and will be accredited to the framework as they become available. The latest list of accredited qualifications is available on the QCA qualifications database at www.openquals.org.uk.

A systematic mapping of qualifications applicable to a range of school support staff was completed in 2003. The project was commissioned by DfES and carried out by Sheffield Hallam University. The report identifies over 600 national qualifications as having some relevance to school support staff but notes that less than 50 of these were developed specifically for and targeted at such staff. Copies of the mapping report⁷ are available from the DfES website at www.dfes.gov.uk/research.

Teaching assistant qualifications on the National Qualifications Framework in May 2004

Vocationally-related qualifications	Occupational qualifications
CACHE Level 2 Certificate for Teaching Assistants NCFE Level 2 Certificate for Teaching Assistants Edexcel Level 2 BTEC Certificate for Teaching Assistants ABC Level 2 Certificate for Teaching Assistants OCR Level 2 Certificate for Teaching Assistants (submitted for accreditation)	NVQ level 2 for Teaching Assistants (awarded by CACHE, OCR, City & Guilds and Edexcel)
CACHE Level 3 Certificate for Teaching Assistants Edexcel Level 3 BTEC Certificate for Teaching Assistants NCFE Level 3 Certificate for Teaching Assistants OCR Level 3 Certificate for Teaching Assistants (submitted for accreditation)	NVQ level 3 for Teaching Assistants (awarded by CACHE, OCR, City & Guilds and Edexcel)

⁷ Johnson et al (2004), *A Systematic mapping exercise to show how existing qualifications fit with the proposed career progression framework for school support staff*, DfES

Are these the only qualifications suitable for teaching assistants?

There are other qualifications that teaching assistants may have achieved either before or since coming into post. Some of these may be accredited to the NQF but focus on other aspects of working with children, such as early years or playwork (Annex 2). Guidance notes on qualifications and career pathways within and between early years care and education, playwork and teaching assistant job roles have been produced for those who want more detailed information about the links between the NVQs in these three related areas. Information on these guidance notes can be obtained from the Employers Organisation for local government (email gcarroll@dircon.co.uk).

Many vocational qualifications, however, pre-date the development of the NQF, and others may not be included because the awarding body has not submitted them for accreditation or they do not meet the requirements of the framework. However, this does not imply a lack of quality in qualifications not accredited, or mean that people who hold them are not able to carry out the job roles they now have. Some are highly relevant to the teaching assistant role (Annex 3) and others (shown in Annex 4) will provide a sound foundation for further learning through experience in the role, on-the-job or locally provided training, and/or further qualifications.

However, for people presently looking for a teaching assistant qualification, the framework includes both NVQs and VRQs for teaching assistants at levels 2 and 3 so providing different levels and approaches to learning and assessment to match individual circumstances and preferred learning styles. Now that they are available, accredited qualifications for teaching assistants should be the first choice qualifications for people who want to demonstrate learning and achievement in the context of, or in preparation for, supporting teaching and learning in classrooms in primary, secondary or special schools. An up-to-date list of accredited qualifications is available at www.openquals.org.uk.

As described above, decisions about qualifications for teaching assistants should take account of local grading structures and the statutory framework for working with pupils, as well as standards of competence and personal aspirations for progression. Further information about access to higher education qualifications is given below.

Modern Apprenticeships

The Employers' Organisation for local government has developed a Modern Apprenticeship framework for teaching assistants for use in England and Wales⁸. The framework was approved in May 2004.

Modern Apprenticeships are not a qualification as such. Rather they are a package of qualifications designed originally for young people up to the age of 25⁹. They provide quality assured training and qualifications related to the job and a springboard to further qualifications and career progression for those who want this. However, the Modern Apprenticeship framework also provides an ideal training model for those over 25 who are taking up employment as a teaching assistant or who have some experience in post but have not yet gained qualifications relevant to their job role.

⁸ In consultation with key stakeholders in Northern Ireland it was agreed not to develop a Modern Apprenticeship for Classroom Assistants in Northern Ireland at the present time.

⁹ The 25 year old age limit has been removed in Wales although funding for those over 25 is limited. Pilot schemes for Adult Apprenticeships for people over 25 are to be introduced in England.

Modern Apprenticeships are a mixture of work-based training and education. There are two levels of Modern Apprenticeships: Foundation and Advanced at NVQ Levels 2 and 3 respectively¹⁰.

The Modern Apprenticeships for Teaching Assistants lead to:

- a National Vocational Qualification (NVQ) for Teaching Assistants at level 2 for the Foundation Modern Apprenticeship or level 3 for the Advanced Modern Apprenticeship;
- Key Skills qualifications in Communication, Application of Number and Information Technology, and, for the Advanced Modern Apprenticeship, in Working with Others;
- a technical certificate¹¹ at level 2 for the Foundation Modern Apprenticeship and level 3 for the Advanced Modern Apprenticeship.

The different levels of attainment between the Foundation and Advanced Modern Apprenticeships are reflected by the competences required and the qualifications gained. Apprentices can progress from Foundation to Advanced Modern Apprenticeship or, with appropriate ability and job role, gain direct entry onto an Advanced Modern Apprenticeship.

Advanced Modern Apprenticeships could provide progression opportunities into HLTA training or into Higher Education through the development of foundation degrees, which, for teaching assistants, would provide progression opportunities to a full degree and Qualified Teacher Status (QTS) for those who want this. The Key Skill outcomes of the Advanced Modern Apprenticeship provide the required level of qualifications in Communication and Application of Number for HTLA status.

Further information about the new apprenticeships for teaching assistants will be posted on the Employers' Organisation website at www.lg-employers.gov.uk during June 2004. General information about apprenticeships in England is available at www.apprenticeships.org.uk and in Wales at www.elwa.ac.uk.

Return to Learn

Teaching assistants who have been away from learning for some time and want to improve their qualifications may benefit from doing a *Return to Learn* programme. *Return to Learn* courses are provided by UNISON in partnership with the Workers' Educational Association (WEA). They are designed to boost self-confidence and improve educational skills for those considering going back into education to gain a qualification.

Learning for Your Future is a version of *Return to Learn* specifically designed for people working in schools which is available in some LEA areas through UNISON branches.

Return to Learn and *Learning for Your Future* programmes are free to UNISON members for study in their own time. However, both programmes can also be provided under UNISON's learning partnership arrangements whereby employers pay the course fees

¹⁰ Foundation Modern Apprenticeships and Advanced Modern Apprenticeships in England will in future be known respectively as 'Apprenticeships' and 'Advanced Apprenticeships'.

¹¹ Technical certificates deliver underpinning knowledge and understanding relevant to the NVQ included in the Modern Apprenticeship. They are delivered through a taught programme of off-the-job training, unlike NVQs, which are delivered through on-the-job training. The close links between the technical certificate and related NVQ means that they are mutually supportive in terms of learning and assessment, thus making effective use of time and resources.

and allow participants time off for study. Neither programme leads to a teaching assistant qualification but they will provide the basis for further learning and occupational progression, particularly within the education sector.

Learning for You is a shortened version of *Return to Learn* available only under employer partnership arrangements. A customised version for school support staff is available. Students on these courses are currently awarded credits through the Open College Network system. From summer 2004 they will also be able to achieve Key Skills qualifications in Communication and Application of Number at Level 2.

Further information about UNISON *Return to Learn* and other employee development programmes is available at www.unison-opencollege.org.

What if a teaching assistant already has a qualification?

Many teaching assistants come into the role from their experience of working with children in different contexts and may have achieved qualifications related to their previous experience. Teaching assistants who have been in post for some time may have achieved a teaching assistant or related qualification that pre-dates the accreditation of teaching assistant qualifications to the NQF.

In deciding whether or not a teaching assistant needs to update his/her qualification you will need to consider how closely it matches the requirements of his/her current job role, (as well as local grading structures and the individual's aspirations for progression). For example, someone with an early years qualification (e.g. an NNEB award), may have the knowledge and skills for working with either pre-school or Key Stage 1 children but may want to update his/her qualifications to develop and/or gain recognition for the skills and knowledge required for working with older children. A playwork qualification will have provided general preparation for working with school aged children but will not have covered aspects of the teaching assistant role that are concerned with supporting literacy and numeracy and other areas of the National Curriculum. Similarly a qualification in youth work will provide a good foundation for a teaching assistant working in a secondary school but will not cover the subject and curriculum focus of the job role.

Maintaining the health and safety of children and young people will be included in all qualifications for working with children, including those for teaching assistants, early years, playwork, youth work, and midday supervision. Any qualification in these areas will also accredit the person's effectiveness in establishing appropriate relationships with children and/or young people and most will include working as a member of a team with other adults. Evidence of such relevant achievements can be used towards a further qualification through the process of accreditation of prior learning.

What is accreditation of prior learning and how does it work?

One of the features of NVQs (and many VRQs) is that relevant prior learning and experience can be taken into account when assessing evidence of occupational competence. For example, evidence that has been generated during previous study or in previous or current employment or whilst undertaking voluntary work, can be used for accreditation of prior learning towards the NVQ if it is relevant to one or more units in that NVQ.

There is a range of terms used to recognise and acknowledge this, including:

- accreditation of prior learning (APL)
- accreditation of prior achievement (APA)

- accreditation of prior experiential learning (APEL).

Although each of the above refer to different things, many people use the terms interchangeably or use any one to encompass the full range of formal and informal learning and achievement that a candidate may bring to the assessment process.

The APL/APEL process enables candidates to use evidence of previous learning (e.g. from non-certificated learning programmes such as the DfES Induction programme or experience gained in employment) to move directly to the assessment stage without repeating the learning process. However, it does not negate the need for the assessment process to take place. Evidence of prior learning will be assessed against the relevant unit(s) of competence in the NVQ in conjunction with any other current evidence in the normal way. As with all evidence, assessors will need to be satisfied about the authenticity and currency of the material when considering whether or not the outcomes of the unit have been met. The 'shelf life' of evidence depends on the skills and/or knowledge being assessed. For example, IT skills/knowledge may become obsolete very quickly because technology changes so rapidly, but skills/knowledge relating to liaising with parents may remain relevant for some time. Evidence cannot therefore be judged by a prescribed time limit. Only evidence which reflects the candidate's skills and knowledge at the time the NVQ assessment takes place will be accepted for achievement of NVQ units.

Further guidance on the relationship between the DfES Induction training materials and the national occupational standards for teaching assistants, including how the induction programme can be used to support achievement of the NVQs, is available by accessing the DfES web site at www.teachernet.gov.uk and typing "teaching assistants" into the search engine.

With the advent of the National Qualifications Framework, some awarding bodies are developing guidance on the accreditation of prior achievement (APA) to guide individuals who may have achieved qualifications some time ago and want to update their skills. This guidance will help to show how earlier certificated achievements can be matched against the requirements of qualifications in the framework and, where appropriate, claim credit towards an accredited qualification. This is a specified requirement for the new Early Years Sector-endorsed Foundation Degree (see below) but should become more commonplace as qualifications that pre-date the framework are replaced by accredited qualifications.

Progression between the NVQ levels 2 and 3 for teaching assistants is also facilitated by having four units common to both qualifications. Those completing the level 2 NVQ have the option to complete up to three of these common units and credit for them can therefore be carried forward to the level 3 NVQ through accreditation of prior achievement.

Higher Level Teaching Assistant Status

An important part of the National Agreement, *Raising Standards and Tackling Workload*, was the introduction of a new training programme for school support staff to help them achieve HLTA status. HLTA status is not a qualification, nor is it intended to replace existing qualifications. Rather, it is a recognition that an individual is operating competently against a set of national standards defined by the Teacher Training Agency (TTA).

There are no formal entry requirements for HLTA training but LEAs may choose to set their own entry requirements locally when devising their selection process. Many

different development opportunities will contribute to support staff being able to demonstrate the HLTA standards. These include accredited programmes such as NVQ level 3, Specialist Teacher Assistant Certificate (STAC) and foundation degrees, working experience and training that does not lead to a qualification. The training, therefore, presents a clear progression route for qualified and/or experienced school support staff and provides a potential route to Qualified Teacher Status (QTS) for those with the interest and skills to do so.

All staff working towards HLTA status will need to be assessed against the standards by a TTA approved training provider. Initially, from April 2004, there will be two training routes – an assessment only route and a 50-day full training route – both of which will be delivered by training providers approved by the TTA. However, the TTA is also exploring ways of developing ‘tailored training routes’ and recognising foundation degrees for assessment purposes against the HLTA standards.

Further information about HLTA status is available on the new HLTA website at www.hlta.gov.uk. This website gives general information about training and assessment and how to access it. It will be updated frequently to ensure access to the most up-to-date information.

What opportunities are there to progress to higher education qualifications?

Many teaching assistants will have successfully completed a Specialist Teacher Assistant (STA) course and these can often be considered for credit towards a higher level qualification such as a foundation degree. As locally developed and delivered training programmes, different STA courses will be allocated different credit ratings. Some provide credit at further education (FE) level and may not be recognised towards a higher education (HE) qualification. However, both the Open University and CACHE offer STA qualifications that are national, externally awarded qualifications with high standards of external monitoring and quality control. The Open University qualification is rated as 60 credit points at HE level 1 (Certificate level), which many HE providers will count towards a foundation degree or other higher education qualification.

Some universities offer higher education qualifications, such as Certificates or Diplomas of Higher Education, specifically for teaching assistants. These are often developed and delivered in partnership with LEAs. However, Certificates and Diplomas of Higher Education for teaching assistants are increasingly being incorporated into relevant foundation degree programmes.

Foundation degrees are new employment-related higher education qualifications designed to recognise specialist technical knowledge and skills. They are developed in conjunction with employers and are designed for flexible delivery e.g. via the internet, distance learning. They are awarded by universities and higher education colleges and can also be delivered by further education colleges. Where specified, entry requirements are likely to be set at level 3 on the NQF, although many providers are willing to consider alternative combinations of qualifications and/or relevant experience. They offer progression opportunities to a related honours degree which for teaching assistants wishing to teach in primary schools could provide a route to Qualified Teacher Status.

There is now a wide range of foundation degrees for teaching assistants with a variety of titles such as Foundation Degree Teaching & Learning Support and Foundation Degree in Educational Studies for Teaching Assistants. Most programmes focus on either primary or secondary (both covering those working in special schools). However, some

providers offer both primary and secondary courses in parallel. Because foundation degrees are developed and delivered by consortia of higher and further education institutions, there will be local access to a relevant foundation degree in most parts of the country.

The Early Years Sector-Endorsed Foundation Degree is a new career and qualifications pathway specifically for Early Years practitioners, including teaching assistants and play workers specialising in the early years. The Statement of Requirement developed by DfES in collaboration with sector representatives, details what is required by employers and universities for achievement of a foundation degree leading to recognition as a Senior Practitioner. The Statement of Requirement defines the content and delivery of the foundation degree to promote consistency of learning outcomes and ensure a progression route to an honours degree and potentially to QTS in collaboration with Initial Teacher Training (ITT) providers.

Further information about foundation degrees can be obtained from the new foundation degree website at www.foundationdegree.org.uk. This website is designed to give quick and easy access to basic information about foundation degrees and links to other useful information including course information.

A full list of foundation degrees for teaching assistants, including course details, entry requirements and provider contact details, is available on the Universities & Colleges Admissions Service website at www.ucas.com.

How can teaching assistants prepare for study at higher education level?

Access to higher education courses provide a preparation for higher education for mature students with few, if any, other qualifications. They are designed to meet the needs of adults who may have left school early and been out of school (as a pupil) for a number of years. As well as general Access courses, there are a number of Access to Teaching courses that prepare students for teacher training. Although not designed for teaching assistants as such, Access to Teaching courses would provide a good preparation for a foundation degree and progression to an honours degree.

Most Access courses can be completed in one year and many are also available on a part-time basis over two or more years. Access to Teaching courses include a number of academic subjects relevant to teacher training as well as covering the essential study skills for working at HE level. Access courses are developed and approved on a local basis, by colleges and universities working together, so that they take account of the needs and circumstances of local groups of learners, as well as the opportunities within particular HE institutions. Access courses are recognised and quality assured by the Quality Assurance Agency for Higher Education (QAA).

The UCAS database of qualifications includes a full list of QAA recognised Access courses. The database is available at www.ucas.ac.uk/access.

The Employers' Organisation for local government is developing a transitional module for teaching assistants who want an introduction to study at HE level – as a taster or induction programme prior to committing to or starting a foundation degree. The transitional module is designed for experienced teaching assistants with little or no previous experience of study at HE level. Much shorter in length than an Access course, the transitional module builds on participants' prior knowledge and experience to develop

study and learning skills, as well as academic knowledge, to prepare them for a foundation degree programme for teaching assistants.

What opportunities are there for teaching assistants to progress to Qualified Teacher Status?

Those who wish to teach in maintained schools and non-maintained special schools in England and Wales, must hold Qualified Teacher Status (QTS) and be registered with the General Teaching Council. QTS can be obtained by completing an undergraduate, postgraduate or employment-based course of initial teacher training (ITT) which leads to QTS.

To enter any ITT programme, a teaching assistant must have at least a grade 'C' in GCSE English and mathematics, or have reached the equivalent standard. Those born on or after 1 September 1979 and wanting to teach in primary or middle schools, will also need a GCSE grade 'C', or equivalent qualification, in a science subject. These requirements were introduced by the Secretary of State to ensure that all entrants have a good standard of competence and knowledge in these subjects, in whichever age phase and subject they are specialising. Initial teacher training providers, however, set their own requirements when looking at educational qualifications, such as A-levels, degrees, NVQs and work experience. Foundation degrees for teaching assistants and HLTA training also provide progression routes to ITT programmes. Entrants to postgraduate courses need to have a first degree, or equivalent¹². Whichever route is taken, a qualification equivalent to degree level is needed before being awarded QTS.

Further information about routes into teaching is available on the Teacher Training Agency website www.useyourheadteach.gov.uk.

¹² Applicants with a Foundation Degree will need to supplement this qualification with at least 60 credits at HE Level 3 (Honours level)

Useful contacts

Awarding Bodies

ABC

Duxbury Park
Duxbury Hall Road
Chorley
Lancashire
PR7 4AT

tel: 01257 241428
e-mail: abc@centra.org.uk
web: www.abcawards.co.uk

City and Guilds

1 Giltspur Street
London
EC1A 9DD

tel: 020 7294 2800
e-mail: enquiry@city-and-guilds.co.uk
web: city-and-guilds.co.uk

Council for Awards in Children's Care and Education (CACHE)

8 Chequer Street
St Albans
Herts
AL1 3XZ

tel: 01727 847636
e-mail: info@cache.org.uk
web: www.cache.org.uk

Edexcel

Stewart House
32 Russell Square
London
WC1B 5DN

tel: 0870 240 9800
e-mail: enquiries@edexcel.org.uk
web: edexcel.org.uk

London Chamber of Commerce and Industry Examinations Board (LCCIEB)

112 Station Road
Sidcup
Kent, DA15 7BJ

tel: 020 8309 300
e-mail: custserv@lccieb.org.uk
web: www.lccieb.com

Oxford Cambridge and RSA Examinations (OCR)

Westwood Way
Coventry
CV4 8JQ

tel: 024 7647 0033
e-mail: cib@ocr.org.uk
web: www.ocr.org.uk

NCFE

Citygate
St James Boulevard
Newcastle Upon Tyne
NE1 4JE

tel: 0191 239 8000
e-mail: info@ncfe.org.uk
web: www.ncfe.org.uk

NOCN

University of Derby
Kedleston Road
Derby, DE22 1GB

tel: 1332 622712
e-mail: nocn@derby.ac.uk
web: www.nocn.ac.uk

The Open University

PO Box 724
Milton Keynes
MK7 6ZS

tel: 01908 653231
e-mail: general-enquiries@open.ac.uk
web: www.open.ac.uk

Other useful contacts

Access courses web: www.ucas.ac.uk

Apprenticeships

England employer helpline: 08000 150 400
web: www.apprenticeships.org.uk
Wales web: www.elwa.ac.uk

Department for Education and Skills

School Support Staff Team
Area 3E
Sanctuary Buildings
Great Smith Street tel: 0207 925 5907
London e-mail: teaching.assistants@dfes.gsi.gov.uk
SW1P 3BT web: www.teachernet.gov.uk

Employers' Organisation for local government

Layden House
76-86 Turnmill Street tel: 020 7296 6708
London e-mail: eo-comms@lg-employers.gov.uk
EC1M 5LG web: www.lg-employers.gov.uk

Foundation Degrees

Database of courses and providers web: www.foundationdegree.org.uk
web: www.ucas.com

Higher Level Teaching Assistants e-mail: hltaenquiries@teach-tta.gov.uk
web: www.hlta.gov.uk

Qualifications and Curriculum Authority

83 Piccadilly tel: 020 7509 5556
London e-mail: info@qca.org.uk
W1J 8QA web: www.qca.org.uk

QCA's database of accredited qualifications www.openquals.org.uk

The Quality Assurance Agency for Higher Education

Southgate House
Southgate Street tel: 1452 557000
Gloucester e-mail: comms@qaa.ac.uk
GL1 1UB web: www.qaa.ac.uk

The Teacher Training Agency

Portland House tel: 0845 6000 991 (For English speakers)
Stag Place tel: 0845 6000 992 (For Welsh speakers)
London e-mail: teaching@ttainfo.co.uk
SW1E 5TT web: www.useyourheadteach.gov.uk

UNISON Open College

1 Mabledon Place tel: 020 7551 1154
London e-mail: open.college@unison.co.uk
WC1H 9AJ web: www.unison-opencollege.org.uk

ANNEX 1: National Vocational Qualifications for Teaching Assistants

NVQ Level 2 for Teaching Assistants

Focus

The level 2 NVQ for Teaching Assistants is designed to be applicable to teaching assistants who may be new entrants to the occupation and/or whose responsibilities at work are limited in scope.

Structure

The NVQ requires the achievement of **seven** units of competence from the national occupational standards.

There are **four** mandatory units that each candidate must achieve. In addition, each candidate is required to achieve **three** 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

Candidates must achieve all **FOUR** mandatory units.

- 2-1 Help with classroom resources and records
- 2-2 Help with the care and support of pupils
- 2-3 Provide support for learning activities
- 2-4 Provide effective support for your colleagues

Optional units

Candidates select **THREE** units from the following option choices.

- 2-5 Support literacy and numeracy activities in the classroom
- 3-1 Contribute to the management of pupil behaviour
- 3-10 Support the maintenance of pupil safety and security
- 3-11 Contribute to the health and well-being of pupils
- 3-17 Support the use of ICT in the classroom

NVQ Level 3 for Teaching Assistants

Focus

The level 3 NVQ for Teaching Assistants is designed to be applicable to experienced teaching assistants and/or whose working role calls for competence across a varied range of responsibilities.

Structure

The NVQ requires the achievement of **ten** units of competence from the national occupational standards.

There are **four** mandatory units that each candidate must achieve. In addition, each candidate is required to achieve **six** of the optional units. Selection of options must follow the rules given below to ensure breadth within the qualification, but within that, 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

Candidates must achieve all **FOUR** mandatory units:

- 3-1 Contribute to the management of pupil behaviour
- 3-2 Establish and maintain relationships with individual pupils and groups
- 3-3 Support pupils during learning activities
- 3-4 Review and develop your own professional practice

Optional units

Candidates select **SIX** units from the following option choices. The selection must include **ONE** unit from each of Sets A, B, C and D, plus any **TWO** others.

Set A

- 3-5 Assist in preparing and maintaining the learning environment
- 3-6 Contribute to maintaining pupil records
- 3-7 Observe and report on pupil performance
- 3-8 Contribute to the planning and evaluation of learning activities

Set B

- 3-9 Promote pupil's social and emotional development
- 3-10 Support the maintenance of pupil safety and security
- 3-11 Contribute to the health and well-being of pupils
- 3-12 Provide support for bilingual/multilingual pupils
- 3-13 Support pupils with communication and interaction difficulties
- 3-14 Support pupils with cognition and learning difficulties
- 3-15 Support pupils with behavioural, emotional and social development needs
- 3-16 Provide support for pupils with sensory and/or physical impairment

Set C

- 3-17 Support the use of ICT in the classroom
- 3-18 Help pupils to develop their literacy skills
- 3-19 Help pupils to develop their numeracy skills
- 3-20 Help pupils to access the curriculum

Set D

- 3-21 Support the development and effectiveness of work teams
- 3-22 Develop and maintain working relationships with other professionals
- 3-23 Liaise effectively with parents

ANNEX 2 Qualifications in related areas that are accredited to the National Qualifications Framework

The following qualifications are accredited to the National Qualifications Framework as of the end of April 2004. Although not linked to the national occupational standards for teaching assistants, there will be some overlap with the knowledge and skills that teaching assistants require.

Vocationally-related qualifications	Occupational qualifications
<p><u>Early years education and childcare</u></p> <p>CACHE Entry Level Certificate in Preparation for Child Care</p> <p>OCR Entry Level Certificate in Child Development</p> <p>WJEC Entry level Certificate in Childcare</p>	
<p>CACHE Level 1 Foundation Award in Caring for Children</p>	
<p>CACHE Level 2 Certificate in Child Care and Education</p> <p>CACHE Level 2 Certificate in Early Years Practice</p> <p>CACHE Level 2 Certificate in Early Years Care and Education (Welsh Medium)</p> <p>CACHE Level 2 Certificate in Pre-school Practice</p> <p>City & Guilds Level 2 Certificate in Contributing to the Early Years Setting</p> <p>City & Guilds Level 2 Progression Award in Early Years Care and Education</p> <p>NCFE Level 2 Intermediate Certificate in Developing Skills for Working with Children and Young People</p> <p>NOCN Level 2 Intermediate Award in Childcare</p> <p>NCFE Level 2 Intermediate Certificate in Developing Skills for Early Years Practice</p> <p>Edexcel Level 2 BTEC First Diploma in Early Years</p> <p>Edexcel Level 2 BTEC Certificate in Early Years Care and Education</p>	<p>Level 2 NVQ in Early Years Care and Education (awarded by CACHE, City & Guilds, Edexcel and LCCIEB)</p>
<p>CACHE Level 3 Certificate in Childminding Practice</p> <p>CACHE Level 3 Certificate of Professional Development in Work with Children and Young People</p> <p>Continued ...</p>	<p>Level 3 NVQ in Early Years Care and Education (awarded by CACHE, City & Guilds, Edexcel and LCCIEB)</p>

Vocationally-related qualifications	Occupational qualifications
<p>CACHE Level 3 Certificate in Work with Children</p> <p>CACHE Level 3 Certificate in Promoting Children's Social and Emotional Development</p> <p>CACHE Level 3 Diploma in Child Care and Education</p> <p>CACHE Level 3 Diploma in Early Years Care and Education (Welsh Medium)</p> <p>CACHE Level 3 Diploma in Early Years Practice</p> <p>CACHE Level 3 Diploma in Pre-school Practice</p> <p>City & Guilds Level 3 Certificate in Work with Children</p> <p>City & Guilds Level 3 Progression Award in Early Years Care and Education</p> <p>Edexcel Level 3 Certificate in Work with Children</p> <p>Edexcel Level 3 BTEC National Award in Early Years</p> <p>Edexcel Level 3 BTEC National Certificate in Early Years</p> <p>Edexcel Level 3 BTEC National Diploma in Early Years</p> <p>NOCN Level 3 Certificate in Work with Children</p>	<p>Level 3 NVQ in Caring for Children and Young People</p> <p>(awarded by CACHE, City & Guilds and Edexcel)</p>
<p>Open University Level 4 Certificate in Early Years Practice</p>	<p>Level 4 NVQ in Early Years Care and Education (awarded by CACHE and City & Guilds)</p>
<p><u>Playwork</u></p> <p>CACHE Level 2 Certificate in Playwork (Formerly 'Take Ten for Play')</p> <p>City & Guilds Level 2 Progression Award in Playwork</p> <p>NCFE Level 2 Intermediate Certificate in Playwork</p> <p>NOCN Level 2 Intermediate Award in Playwork</p>	<p>Level 2 NVQ in Playwork (awarded by CACHE, City & Guilds and Edexcel)</p>
<p>CACHE Level 3 Diploma in Playwork</p> <p>CACHE Level 3 Diploma in Playwork Practice in Wales</p> <p>CACHE Level 3 Diploma in Supporting Playwork Practice</p> <p>NCFE Level 3 Advanced Certificate in Playwork</p>	<p>Level 3 NVQ in Playwork (awarded by CACHE, City & Guilds and Edexcel)</p>
	<p>Level 4 NVQ in Early Years Care and Education (awarded by CACHE and C&G)</p>
<p><u>Midday supervision</u></p> <p>NCFE Level 2 Intermediate Certificate in Midday Supervision</p>	

Vocationally-related qualifications	Occupational qualifications
<u>Youth work</u> ABC Level 2 Certificate in Youth Work	Level 2 NVQ in Youth Work (awarded by ABC and City & Guilds)
ABC Level 3 Diploma in Youth Work	Level 3 NVQ in Youth Work (awarded by City & Guilds)

ANNEX 3 Non-accredited qualifications for teaching assistants

The following qualifications for teaching assistants have not been accredited to the National Qualifications Framework. Some have been withdrawn and been replaced by new qualifications accredited to the framework and some may continue as awarding body 'own brand' qualifications outside the National Qualifications Framework.

Qualification title	Notional level
City & Guilds Certificate in Learning Support	2
NCFE Certificate in Supporting Children's Education	2
NCFE Initial Training for Classroom Assistants Certificate (Stages 1/2)	2
NOCN Intermediate Award for Learning Support Assistants	2
OCR Level 2 Certificate in Supporting Teaching and Learning	2
CACHE Specialist Teacher Assistant Award	3
City & Guilds Advanced Certificate in Learning Support Competences	3
NCFE Certificate for Special Needs Assistants	3
NOCN Advanced Award for Learning Support Assistants	3
NOCN Advanced Award in Working with Children (Cross Cultural)	3
NOCN Advanced Award in Working with Children (Special Needs)	3
OCR Certificate for Literacy and Numeracy Support Assistants	3
Open University Specialist Teacher Assistant Certificate	3
Edexcel BTEC Professional Development Certificate in Teaching Assistance	4

ANNEX 4 Non-accredited qualifications in related areas

The following qualifications relate to different aspects of working with children and young people. They have not been accredited to the National Qualifications Framework. Many of them are old awards that have been withdrawn. They may provide some of the knowledge and skills needed by teaching assistants. However as most of them are not linked to national occupational standards and may be out-dated in relation to current working practices (e.g. in relation to child protection or ICT), assessors will need to be particularly vigilant about the relevance and currency of these qualifications for the accreditation of prior learning/achievement towards an NVQ/VRQ for teaching assistants.

Qualification title	Notional level
<u>Expired occupational awards</u>	
NVQ Level 2 in Childcare and Education (awarded by CACHE, CEYA, City & Guilds, Edexcel & OCR) (expired)	2
NVQ Level 3 in Childcare and Education (awarded by CACHE, CEYA, City & Guilds, Edexcel & OCR) (expired)	3
<u>Early years education and childcare</u>	
NAMCW Practical infant and child care skills programme	Entry level
NCFE Introductory Certificate in Working with Children	1
Pre-school Learning Alliance Introduction to Pre-school Practice	1
CACHE Certificate in Child Care and Education (pre 2000)	2
City & Guilds Caring for Children (0-7)	2
Edexcel BTEC First in Early Childhood Studies (Nursery Nursing)	2
NCFE Certificate in Playgroup Practice	2
NCFE Certificate in Sessional Crèche Work	2
NNEB Preliminary Diploma in Nursery Nursing	2
NOCN Intermediate Certificate in Childcare and Education	2
NOCN Intermediate Certificate in Working with Children	2
Pre-school Learning Alliance Certificate in Pre-school Practice	2
CACHE Diploma in Nursery Nursing (NNEB)	3
CACHE Professional Development Awards	3
City & Guilds Foundation Management in Caring for Children	3
Edexcel BTEC Higher National Certificate in Early Childhood Studies	3
Edexcel BTEC National Diploma in Early Childhood Studies (Nursery Nursing)	3
NAMCW Advanced Certificate in Childcare and Education	3
NAMCW Certificate in Nursery Management Skills	3
NAMCW Diploma in Nursery Nursing	3
NCFE Advanced Certificate in Playgroup Practice	3
NCFE Certificate in Crèche Management	3

Qualification title	Notional level
NCFE Certificate in Playcare	3
NNEB Diploma in Nursery Nursing	3
NNEB Diploma in Post-Qualifying Studies	3
NOCN Advanced Award in Working with Children (Childminder Skills)	3
NOCN Advanced Certificate in Childcare and Education	3
NOCN Advanced Certificate in Working with Children	3
NOCN Advanced Certificate in Working with Children (Playgroup Leaders)	3
Pre-school Learning Alliance Diploma in Playgroup Practice	3
Pre-school Learning Alliance Diploma in Pre-school Practice	3
CACHE Advanced Diploma in Child Care and Education	4
Edexcel BTEC Higher National Diploma in Early Childhood Studies	4
<u>Playwork</u>	
City & Guilds Certificate in Playwork	1
City & Guilds Progression Award in Playwork	2
NCFE Certificate in Playwork	2
NOCN Intermediate Certificate in Playwork	2
NOCN Advanced Certificate in Playwork	3
<u>Midday supervision</u>	
NCFE Certificate for Midday Supervisors	2
<u>Youth work</u>	
NOCN Intermediate Certificate in Youth Work	2
NOCN Advanced Certificate in Youth Work	3