



SCCD CATALOGUE 2019 - 2020



SCCD
Schools Courses &
Career Development
Partnering with schools & agencies



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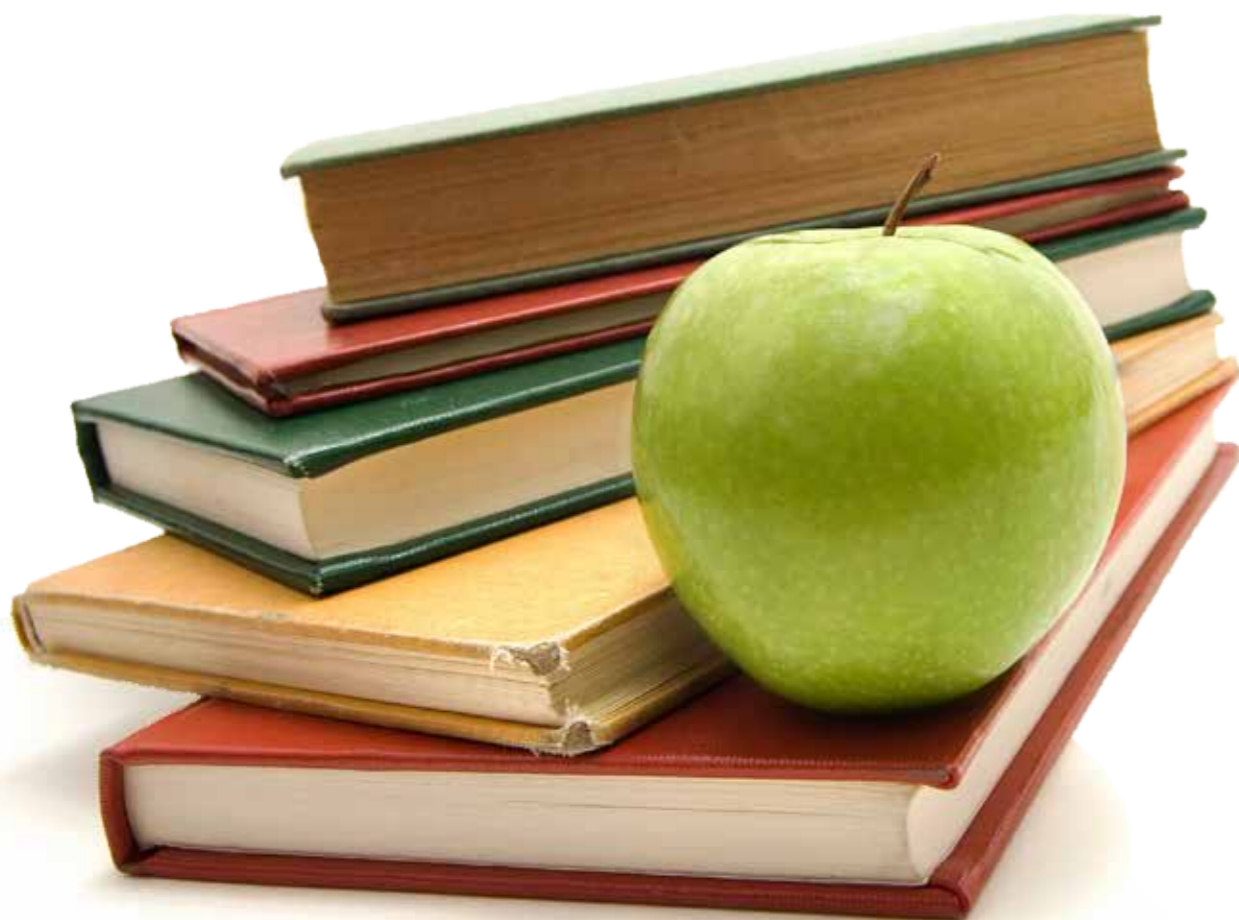
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Schools Courses and Career Development (**SCCD**) has added two exciting courses to its portfolio. These courses have expanded our range of training in the education sector and have been initiated in response to the growing demands from the public to be better trained and qualified for the changes presently occurring in compulsory education and revisions to the children's workforce.

These two courses are Diploma for Early Years Educator which was revised by the QCF in January 2015 and Diploma in Education and Training which has replaced the old PTLLS, CTLLS and DTLLS programmes.

The changes to the previous DTLLS are in response to the changing veducation landscape and the need to meet the increasingly diverse needs of learners in compulsory education and post-16.

Now, holders of QTLS, by law, are qualified to teach in primary schools, secondary schools and post-16 and are entitled to the same salary as a QTS holder.

With the mandatory school age being moved to 18 with full effect in September 2015, there is a growing need for teachers with direct work and professional experience from different sectors of the workforce in the classroom.

So welcome aboard, not only to our new courses but also to the rewarding experience of having **SCCD** as your training provider.

Quality Control Manager

Paul Fisher



Diploma Programmes

PEARSON'S LEVEL 5 DIPLOMA IN EDUCATION AND TRAINING (DET)

Qualification objectives

The Pearson BTEC Level 5 Diploma in Education and Training (QCF) prepares trainee teachers and trainers to teach in a wide range of contexts. To achieve this qualification, there is a requirement for trainees to engage in a training practice that requires observation and assessment of performance.

This qualification is designed to meet the needs of a range of trainee teachers and trainers, including individuals who are not currently teaching and training, but who can meet the practice requirements.

Mode of delivery

The Diploma in Education and Training is delivered partly as class lectures and partly work placement and

observation. Each trainee is expected to prepare and complete a portfolio that meets the requirements of the assessment criteria.

Many sessions contain group discussions, class presentations, electronic submission of written or knowledge based essays and presentations. There is a tutorial session for each lecture delivered where students receive individual help and guidance to meet assessment criteria requirements.

Guaranteed placement

Placement in a school, college or adult training centre is guaranteed to all our students and we boast of a 100% placement programme.

More than two-thirds of the organizations we place trainees in for teaching practice hire them at the end of the training period.

All trainees are expected to do a minimum of 100 hours of teaching practice and have approximately 11 hours of observed teaching.

Assessment

Assessment is a combination of portfolio evidence and work place performance. Trainees will be expected to present knowledge based elements as written course-work, presentation, research.

These elements are expected to be presented to using Standard English, formatted into prose and using Harvard style referencing. The skills based elements will be a combination of evidence from the workplace.

Teaching practice

Trainees are required to produce a portfolio evidencing 100 hours of teaching practice evidence and 11 observed lessons. These lessons will be observed by a qualified assessor and qualified practitioners in the workplace.

Mandatory units

Unit Title	Unit Ref Code	Credit Value	Academic Level
Developing Teaching, Learning and Assessment in Education and Training	R/505/0923	20	5
Teaching, Learning and Assessment in Education and Training	H/505/0912	20	4
Theories, Principles and Models in Education and Training	A/505/0818	20	5
Wider Professional Practice and Development in Education and Training	J/505/0837	15	5

Optional units

Unit Title	Unit Ref Code	Credit Value	Academic Level
Equality and Diversity	Y/503/5789	6	4
Inclusive Practice	L/503/5384	15	4
Working with 14-19 Age Range in Education and Training	D/505/1105	9	4
Developing Teaching, Learning and Assessment in Education and Training	H/505/1090	20	5

Duration

This is a one-year course.

Timetable

Classes are held in both day and evening sessions to accommodate those who may already be in the workforce. Class are held in three-hour sessions once a week. This does not include the time spent in workplace conducting practice teaching.

Visit our website www.sccdtraining.co.uk to see start dates for courses for Diploma in Education and Training.

Awarding body

This qualification is awarded by *Pearson*.



Pathways

The Diploma in Education and Training qualification is recognised as equivalent to the Certificate of Education qualification in the Framework for Higher Education Qualifications (FHEQ).

Learners who have achieved the Level 5 Diploma in Education and Training (QCF) can progress to further studies in education, including Level 7 Diploma in Assessment Management (QCF).

Upon the successful completion of Level 5, learners can apply to their regulatory body the Education and Training Foundation www.et-foundation.co.uk which has replaced the IFL, for their QTLS and so become a fully qualified teacher.

With the exception of Continued Professional Development (CPD), no further teaching qualification is required by schools and colleges.

Course Fees

Some institutions fees can be as much as £6,000.00 but as a C.I.C, (Community Interest Company), SCCD prides itself on making training as affordable as possible so all can be included. The cost of training is £4,000. Payment plans can be arranged to meet the individual needs of learners.

Finance

EU and UK students can apply for funds for the Diploma in Education and Training course through www.gov.uk/student-finance.

CITY AND GUILDS LEVEL 5 SPECIALIST DIPLOMA IN TEACHING ENGLISH: LITERACY

Qualification objectives

This qualification is suitable for “in-service” candidates who are already working or wishing to work as teachers or trainers in English. This qualification covers the knowledge and skills required by specialist teachers and trainers in further education, but is equally viable for compulsory education. The Level 5 Specialist Diploma in Teaching English is part of the Qualification and Credit Framework (QCF). 45 credits are needed to achieve this qualification.

Mode of delivery

The Specialist Level 5 Diploma in Teaching English: Literacy is a competence based qualification. It is delivered in part through classroom lectures which comprise group activities, class presentations and assignments. It is also delivered in part through portfolio presentation of work-place observation. Each trainee is expected to prepare and complete a portfolio that meets the requirements of the assessment criteria.

Course Structure

Unit Title	Unit Ref Code	Credit Value	Academic Level
501 Literacy teaching and learning	A/501/0771	15	5
502 Literacy theories and frameworks	J/505/0773	15	5
504 Literacy and the learners	L/505/0774	15	5

Duration

This training can be completed in one term. There are six lectures accompanied by a minimum of 50 hours of teaching practice in the workplace.

Timetable

Classes are held as evening sessions to accommodate those who may already be in the workforce.

Class are held in three-hour sessions once a week. This does not include the time spent in workplace conducting

There is a tutorial session for each lecture delivered where students receive individual help and guidance to meet assessment criteria requirements

Guaranteed placement

Placement in a school, college or adult training centre is guaranteed to all our students and we boast a 100% placement programme.

All trainees are expected to present a minimum of 50 hours of workplace practice.

Assessment

Assessment is a combination of written assignments and portfolio evidence of work place performance. Written assignments are expected to be presented using Standard English, formatted into prose with Harvard style referencing.

Skills based elements will be a combination of witness statements and on-site observation by a qualified assessor.

practice teaching. Visit our website www.sccdtraining.co.uk to see the start dates for courses for the Specialist Diploma in English: Literacy.

Awarding body

This qualification is awarded by *City and Guilds*

Pathways

This qualification allows candidates to progress into employment as teachers and trainers or to the Level 5 Diploma in Education and Training which leads to QTLS.

CITY AND GUILDS LEVEL 5 SPECIALIST DIPLOMA IN TEACHING MATH: NUMERACY

Qualification objectives

This qualification is suited to “in-service” candidates already working or wishing to work as teachers or trainers in Mathematics. This qualification covers the knowledge and skills required by specialist teachers and trainers in further education but is equally viable for compulsory education. The Level 5 Specialist Diploma in Teaching Maths: Numeracy, is part of the Qualification and Credit Framework (QCF). 45 credits are needed to achieve this qualification.

Mode of delivery

The Specialist Level 5 Diploma in Teaching Maths; Numeracy is a competence based qualification. It is delivered in part through classroom lectures which comprise of group activities, class presentations and assignments. It is also delivered in part through portfolio presentation of work-place observation. Each trainee is expected to prepare and complete a portfolio that meets the requirements of the assessment criteria.

There is a tutorial session for each lecture delivered, where students receive individual help and guidance to meet assessment criteria requirements.

Guaranteed placement

Placement in a school, college or adult training centre is guaranteed to all our students and we boast of a 100% placement programme.

All trainees are expected to present a minimum of 50 hours of teaching practice.

Assessment

Assessment is a combination of written assignments and portfolio evidence of work place performance. Written assignments are expected to be presented using standard English, formatted into prose with Harvard style referencing.

Skills based elements will be on-site observation by a qualified assessor and qualified practitioners in the workplace.

Course Structure

	Unit Title	Unit Ref Code	Credit Value	Academic Level
511	Numeracy teaching and Learning	M/505/0766	15	5
512	Numeracy and the Learners	M/505/0765	15	5
513	Numeracy Knowledge and Understanding	M/505/0764	15	5

Duration

This training can be completed in one term. There are six lectures accompanied by a minimum of 50 hours of teaching practice in the workplace.

Timetable

Classes are held as evening sessions to accommodate those who may already be in the workforce.

Class are held in three-hour sessions once a week. This does not include the time spent in workplace conducting practice teaching.

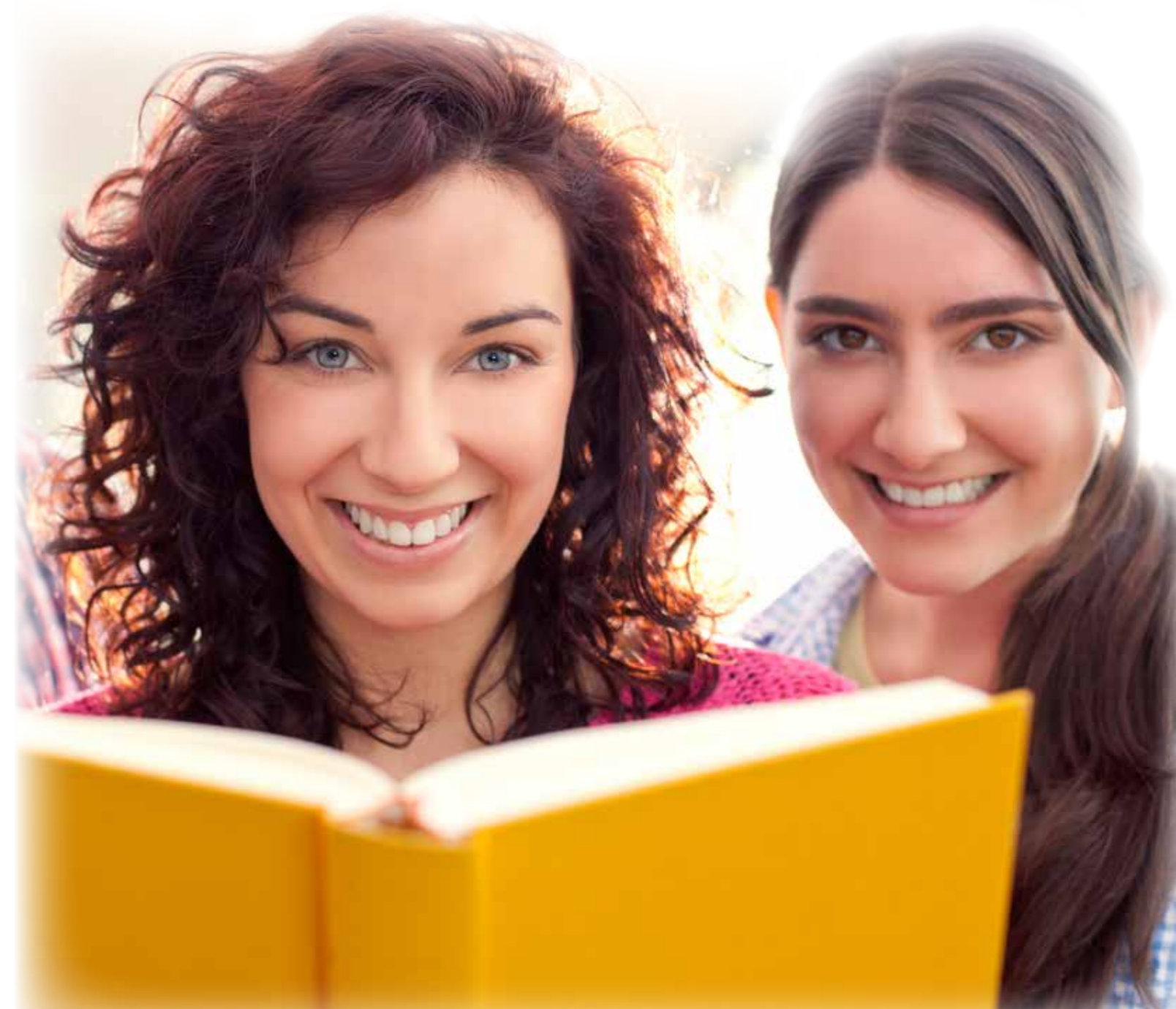
Visit our website www.sccdtraining.co.uk to see the start dates for courses for the Specialist Diploma in English: Literacy.

Awarding body

This qualification is awarded by *City and Guilds*

Pathways

This qualification allows candidates to progress into employment as teachers and trainers or to the Level 5 Diploma in Education and Training which leads to QTLS.



CITY AND GUILDS LEVEL 5 SPECIALIST DIPLOMA IN TEACHING DISABLED LEARNERS

Qualification objectives

This qualification is suited to “in-service” candidates already working or wishing to work as teachers or trainers in Mathematics. This qualification covers the knowledge and skills required by specialist teachers and trainers in further education but is equally viable for compulsory education. The Level 5 Specialist Diploma in Teaching Disabled Learners is part of the Qualification and Credit Framework (QCF). 45 credits are needed to achieve this qualification.

Mode of delivery

The Specialist Level 5 Diploma in Teaching Disabled Learners is a competence based qualification. It is delivered in part through classroom lectures which comprise of group activities, class presentations and assignments. It is also delivered in part through portfolio presentation of work-place observation. Each trainee is expected to prepare and complete a portfolio that meets the requirements of the assessment criteria.

There is a tutorial session for each lecture delivered where students receive individual help and guidance to meet assessment criteria requirements

Guaranteed placement

Placement in a school, college or adult training centre

Course Structure

Unit Title	Unit Ref Code	Credit Value	Academic Level
514 Inclusive Teaching and Learning for Disabled Learners	R/505/0758	15	5
515 Action Learning for Teaching in a Specialist Area of Disability	J/505/0756	15	5
516 Understanding Theories and Frameworks for Teaching Disabled Learners	Y/505/0759	15	5

is guaranteed to all our students and we boast a 100% placement programme.

All trainees are expected to present a minimum of 50 hours of teaching practice.

Assessment

Assessment is a combination of written assignments and portfolio evidence of work place performance. Written assignments are expected to be presented using Standard English, formatted into prose with Harvard style referencing.

Skills based elements will be on-site observation by a qualified assessor and qualified practitioners in the workplace.

Duration

This training can be completed in one term. There are six lectures accompanied by a minimum of 50 hours of teaching practice in the workplace.

Timetable

Classes are held as evening sessions to accommodate those who may already be in the workforce. Class are held in three-hour sessions once a week. This does not include the time spent in workplace conducting practice teaching.

Visit our website www.sccdtraining.co.uk to see start dates for courses for the Specialist Diploma in English: Literacy.

Awarding body

This qualification is awarded by *City and Guilds*

Pathways

This qualification allows candidates to progress into employment as teachers and trainers or to the Level 5 Diploma in Education and Training which leads to QTLS.



LEVEL 3 DIPLOMA IN SPECIALIST SUPPORT FOR TEACHING AND LEARNING IN SCHOOLS

Qualification objectives

The Level 3 Diploma in Specialist Support for Teaching Learning is a competence-based qualification based on the National Occupational Standards. The objective of this training is to make candidates “job-ready” at the end of the training.

Mode of delivery

The Level 3 Diploma in Specialist Support for Teaching and Learning in Schools is competence based qualification and the mode of delivery is customised to help candidates achieves these criteria. The qualification is delivered in part through classroom lectures which comprise of group activities, class presentations and assignments. It is also delivered in part through portfolio presentation of work-place observation. Each trainee is expected to prepare and complete a portfolio that meets the requirements of the assessment criteria.

There is a tutorial session for each lecture delivered where students receive individual help and guidance to meet assessment criteria requirements

Course Structure

Unit Title	Unit Ref Code	Credit Value	Academic Level
Understand child and young people development	L/601/1693	4	3
Understand how to safeguard the wellbeing of children and young people	Y/601/1695	3	3
Communication and professional relationships with children, young people and adults	F/601/3327	2	3
Schools as organizations	A/601/3326	3	3
Support children and young people health and safety	D/601/1696	2	3
Promote children and young people’s positive behaviour	A/601/4069	3	3

Guaranteed placement

Placement in a school, college or adult training centre is guaranteed to all our students and we boast a 100% placement programme.

More than two-thirds of the organisations we place trainees in for teaching practice hire them at the end of the training.

All trainees are expected to do a minimum of 80 hours in the workplace observing good practice and documenting 11 hours of their own teaching.

Assessment

Assessment is a combination of written assignments and portfolio evidence of work place performance. Written assignments are expected to be presented using standard English, formatted into prose with Harvard style referencing.

Skills based elements will be a combination of witness statements and on-site observation by a qualified assessor.

Unit Title	Unit Ref Code	Credit Value	Academic Level
Develop professional relationships with children, young people and adults	H/601/4065	2	3
Promote equality, diversity and inclusion in the work with children and young people	M/601/4070	2	3
Engage in personal development in health, social care or children and young people’s settings	A/601/1429	3	3
Support Assessment for learning	A/601/4072	4	3
Support learning activities	F/601/4073	4	3

Course Structure

Unit Title	Unit Ref Code	Credit Value	Academic Level
Plan and deliver learning activities under the direction of a teacher	D/601/7711	4	3
Support gifted and talented learner	R/601/7723	4	3
Support children’s speech, language and communication	T/601/9789	4	3

Duration

This training can be completed in approximately nine months. There are 14 lectures accompanied by a minimum of 80 hours in the workplace.

Timetable

Classes are held in both day and evening sessions to accommodate those who may already be in the workforce.

Classes are held in three-hour sessions once a week. This does not include the time spent in workplace conducting practice teaching.

Visit our website www.sccdtraining.co.uk to see start dates for courses for Diploma in Education and Training.

Awarding body

This qualification is awarded by NCFE.

Pathways

Students who complete this course may progress to HLTA (Higher Learning Teaching Assistant) status in schools and colleges or a Foundation Degree in Supporting Teaching and Learning or a Foundation Degree in Early Years Education.

NCFE LEVEL 3 DIPLOMA FOR EARLY YEARS EDUCATOR (EYE)

Qualification objectives

This qualification is accredited by the qualifications regulator of England and is part of the Qualifications and Credit Framework (QCF).

This qualification is meant to provide opportunities for learners to demonstrate their knowledge, skills and understanding of caring for children from birth to five years and extended knowledge of caring for children from 5 to seven years.

Entry requirements

Learners must be over sixteen years and must already hold a pass at Level 2 in Maths and English.

Mode of delivery

The Diploma in The Children workforce: Early Years Educator is delivered partly through class lectures and partly through work-placement and observation. Each trainee is expected to prepare and complete a portfolio that meets the requirements of the assessment criteria.

Class lectures are in the form of group discussions, presentations, electronic submission of written or knowledge based essays.

There is a tutorial session for each lecture delivered, where students receive individual help and guidance to meet the assessment criteria requirements

Guaranteed placement

Placement in a day-care or early learning foundation setting is guaranteed.

All trainees are expected to engage in a minimum of 400 hours in a work setting observing and participating in good practice.

Assessment

Assessment is a combination of portfolio evidence and work place performance. Trainees will be expected to present knowledge based elements as written work, presentation, research.

These elements are expected to be presented to using Standard English, formatted into prose and using Harvard style referencing.

The skills based elements will be a combination of evidence from the workplace.

Teaching practice

Trainees are required to produce a portfolio evidencing 100 hours of teaching practice and 11 hours of observed lessons. These lessons will be observed by a qualified assessor and qualified practitioners in the workplace.

Course Structure

Unit Number	Unit Code	Name of unit	Number of credits
Unit 01	R/506/9343	Understand child development	8 credits
Unit 02	Y/506/9344	Support the holistic development of children	3 credits
Unit 03	K/506/9347	Safeguarding and child protection in early years	4 credits
Unit 04	T/506/9349	Promote the health, safety and welfare of young children	4 credits



Unit Number	Unit Code	Name of unit	Number of credits
Unit 05	T/506/9352	Support the health, wellbeing and physical care needs of children in early years settings	4 credits
Unit 06	F/506/9354	Equality, diversity and inclusion in early years settings	3 credits
Unit 07	J/506/9355	Support positive behaviour in children	3 credits
Unit 08	D/506/9345	Support children with additional support needs	4 credits
Unit 09	H/506/9346	Support attachment when working with children in early years settings	3 credits
Unit 10	M/506/9348	Support children through transitions	3 credits
Unit 11	K/506/9350	Plan, lead and evaluate purposeful play activities to support children's learning and development	4 credits
Unit 12	M/506/9351	Support the development of reading, literacy and mathematical skills in early years settings	3 credits
Unit 13	A/506/9353	Extending children's learning and thinking in early years settings	2 credits
Unit 14	L/506/9356	Assessment and observation in early years settings	4 credits
Unit 15	D/506/9359	Recording, storing, reporting and sharing information in early years settings	2 credits
Unit 16	Y/506/9358	Working in partnership with colleagues, professionals and key individuals in early years settings	5 credits

Duration

This course can be completed between nine months and a year.

Timetable

Classes are held as evening sessions to accommodate those who may already be in the workforce.

Each session is three hours and is conducted once weekly. This does not include the time spent in workplace gaining good practice.

Visit our website www.sccdtraining.co.uk to see start dates for courses for The Children's Workforce: Early Years Educator.

Awarding body

This qualification is awarded by *NCFE*.

Pathways

The Diploma in Early Years Workforce qualification is recognised and can accommodate progression to further studies including Level 5 Diploma in Leadership for Health and Social Care and Children's and young People Services (England), also, Foundation degree in Early Years or Early Years Care and Education.

Course Fees

There are different pathways for learners in 24+ loans and self-funded learners.

Finance and funding

This qualification is eligible for 24+ funding. Please note that certain criteria is applied. From the 01 August 2014, in order to be eligible for Level 3 funding for Early Years Educator learning, new learners must have achieved GCSE maths and English at grades A-C before applying.

Useful websites for more information

National College for Teaching and Leadership

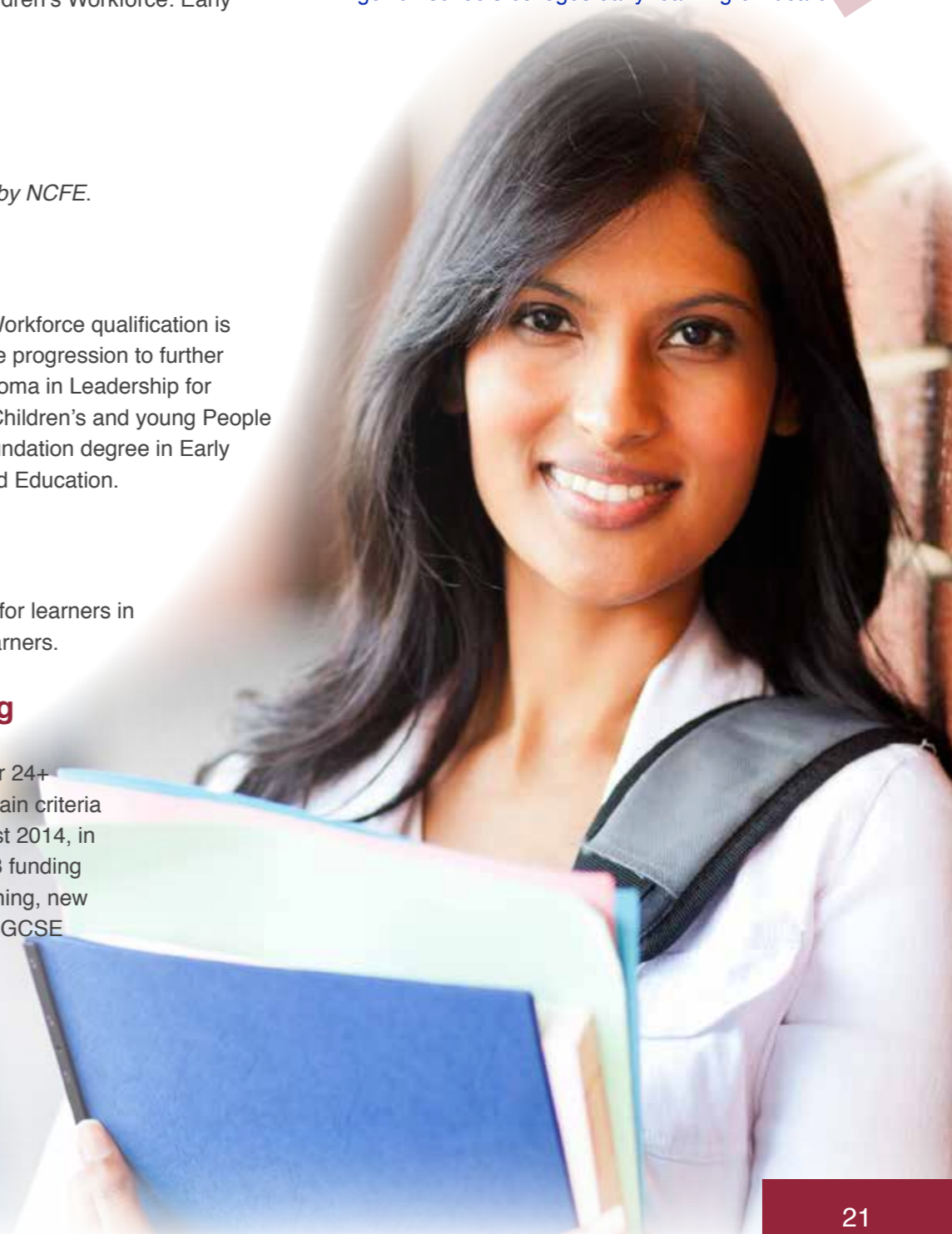
www.gov.uk/government/organisations/national-college-for-teaching-and-leadership

Early Years (Under 5s) Foundation stage framework (EYFS)

www.gov.uk/governments/publications/early-years-foundation-stage-framework--2

Early Learning and childcare

www.gov.uk/schools-colleges/early-learning-childcare





Certificate programmes

LEVEL 3 CERTIFICATE IN SUPPORTING TEACHING AND LEARNING IN SCHOOLS

Qualification objectives

The Level 3 Certificate in Supporting Teaching and Learning in Schools is a competence based qualification based on the National Occupational Standards. The objective of this training is to make candidates “job-ready” at the end of the training.

Mode of delivery

The delivery of Level 3 Certificate in Supporting Teaching and Learning in Schools is structured with the sole purpose of affording candidates the ability to meet all assessment criteria of the qualification. The qualification is delivered in part, through classroom lectures which comprise of group activities, class presentations and assignments.

It is also delivered in part through portfolio presentation of work-place observation. Each trainee is expected to prepare and complete a portfolio that meets the requirements of the assessment criteria.

There is a tutorial session for each lecture delivered where students receive individual help and guidance to meet assessment criteria requirements

Course Structure

Unit Title	Unit Ref Code	Credit Value	Academic Level
Understand child and young people development	L/601/1693	4	3
Understand how to safeguard the wellbeing of children and young people	Y/601/1695	3	3
Communication and professional relationships with children, young people and adults	F/601/3327	2	3
Schools as organizations	A/601/3326	3	3
Support learning activities	F/601/4073	4	3

Guaranteed placement

Placement in a school, college or adult training centre is guaranteed to all our students and we boast a 100% placement programme.

More than two-thirds of the organizations we place the trainees in for teaching practice hire them at the end of the training.

All trainees are expected to do a minimum of 80 hours in the workplace observing good practice and documenting 11 hours of teaching observed.

Assessment

Assessment is a combination of written assignments and portfolio evidence of work place performance.

Written assignments are expected to be presented using standard English, formatted into prose with Harvard style referencing.

Skills based elements will be a combination of witness statements and on-site observation by a qualified assessor.

Unit Title	Unit Ref Code	Credit Value	Academic Level
Support children and young people health and safety	D/601/1696	2	3
Promote children and young people's positive behaviour	A/601/4069	3	3
Develop professional relationships with children, young people and adults	H/601/4065	2	3
Promote equality, diversity and inclusion in the work with children and young people	M/601/4070	2	3
Engage in personal development in health, social care or children's and young people's settings	A/601/1429	3	3
Support Assessment for learning	A/601/4072	4	3

Duration

This training can be completed in approximately nine months. There are eleven lectures accompanied by a minimum of approximately 80 hours in the workplace.

Timetable

Classes are held both days and evenings to accommodate the different needs of candidates across the board. Classes are held in three-hour sessions once a week. This does not include the time spent in workplace conducting practice teaching. (For more information on class schedules, please visit our website or send us an email enquiries@sccdtraining.co.uk)

Awarding body

This qualification is awarded by *NCFE*.

Pathways

Students who complete this course may continue on to complete the Specialist Diploma and then to HLTA (Higher Learning Teaching Assistant) status in schools and colleges or a Foundation Degree in Supporting Teaching and Learning or a Foundation Degree in Early Years Education.

Finance

EU and UK students can apply for 24+ funding to pursue this qualification. www.gov.uk/student-finance

NCFE LEVEL 2 CERTIFICATE IN SUPPORTING TEACHING AND LEARNING IN SCHOOLS

Qualification objectives

The Pearson BTEC Level 5 Diploma in Education and Training (QCF) prepares trainee teachers and trainers to teach in a wide range of contexts. To achieve the qualification, there is a requirement for teaching practice that requires observation and assessment of performance.

The qualification is designed to meet the needs of a wide range of trainee teachers and trainers, including individuals who are not currently teaching and training but who can meet the practice requirements.

Mode of delivery

The Diploma in Education and Training is delivered partly through class lectures and partly through work-placement and partly through observation. Each trainee is expected to prepare and complete a portfolio that meets the requirements of the assessment criteria.

Many class lectures contain group discussions, presentations, electronic submission of written or knowledge-based essays.

There is a tutorial session for each lecture delivered, where students receive individual help and guidance to meet the assessment criteria requirements.

Guaranteed placement

Placement in a school, college or adult training centre is

Course Structure

Unit Title	Unit Ref Code	Credit Value	Academic Level
Child and young person development	H/601/3305	2	2
Support learning activities	A/601/7411	4	2
Safeguarding the welfare of children and young people	K/601/3323	3	2

guaranteed to all our students and we boast of a 100% placement programme.

More than two-thirds of the organizations we place trainees in for teaching practice hire them at the end of the training.

All trainees are expected to do a minimum of 100 hours of teaching practice and have approximately 11 hours of teaching observed.

Assessment

Assessment is a combination of portfolio evidence and work place performance. Trainees will be expected to present knowledge based elements as written work, presentation, research.

These elements are expected to be presented to using Standard English, formatted into prose and using Harvard style referencing.

Skills based elements will be a combination of evidence from the workplace

Teaching practice

Trainees are required to produce a portfolio evidencing 100 hours of teaching practice evidence and 11 observed lessons. These lessons will be observed by a qualified assessor and qualified practitioners in the workplace.

Unit Title	Unit Ref Code	Credit Value	Academic Level
Communication and professional relationship with children, young people and adults	F/601/3313	2	2
Equality, diversity and inclusion in work with children and young people	D/601/3321	2	2
Help improve own and team practice in schools	T/601/7391	3	2
Maintain and support relationships with children and young people	D/601/7403	3	2
Support children and young people's health and safety	T/601/7410	3	2
Support children and young people's positive behaviour	T/601/7407	2	2
Schools as organizations	T/601/3325	3	2
Support children and young people with disabilities and special education needs	D/601/6526	4	2

Duration

This qualification can be completed in six months to one year.

Timetable

Classes are held in both day and evening sessions to accommodate those who may already be in the workforce.

Class are held in three-hour sessions once a week. This does not include the time spent in workplace conducting practice teaching. Visit our website www.sccdtraining.co.uk to see the start dates for courses for Diploma in Education and Training.

Awarding body

This qualification is awarded by *NCFE and Pearson*

Pathways

This qualification provides a good stepping stone for candidates less confident to directly attempt the Level 3 Certificate and Level 3 Diploma in Supporting Teaching and

Course Fees

Some institutions' fees can be as much as £6,000.00 but as a C.I.C, (Community Interest Company), SCCD prides itself in making training as affordable as possible so all can be included.

The cost of training is £4,000. Payment plans can be arranged to meet the individual needs of learners.

Finance

EU and UK students can apply for funds for the Diploma in Education and Training course through www.gov.uk/student-finance



Functional Skills

FUNCTION SKILLS – LITERACY

Qualification objectives

The NCFE Level 2 functional skills in English is listed on the Register of Regulated Qualifications and is part of the National Qualifications Network.

This qualification focuses on the development of effective communication skills and encourages learners to demonstrate their skills in speaking, listening and communication, and in reading and writing, in a range of contexts and for various purposes.

The objectives of this qualification are to help learners apply their knowledge and understanding to everyday life, engage competently and confidently with others, solve problems in both familiar and unfamiliar situations and to develop personally and professionally as positive citizens who can actively contribute to society.

Qualification

This qualification consists of 3 mandatory components.

Component 1 Speaking, Listening and Communication

Component 2 Reading

Component 3 Writing

Mode of delivery

This qualification is delivered in a blended programme of distance learning, tutorial support and mock exams and activities

Classes are held once a week for an approximate five weeks before conducting the exams.

Assessment

Student can either meet assessment requirements through electronically set exams by the awarding body or in paper format with an invigilator present.

Learners who aren't successful can re-sit their assessment(s) within the registration period; however, a charge may apply.

Duration

This is a one-year course.

Timetable

Classes are held in both day and evening sessions to accommodate those who may already be in the workforce.

Awarding body

This qualification is awarded by *NCFE*

Pathways

Learners who achieve this qualification could progress to NCFE Functional Skills qualification in Mathematics or NCFE Functional Skills qualification in Information and Communication Technology (ICT).

Finance

EU and UK students can apply for funds for this qualification through www.gov.uk/student-finance

FUNCTIONAL SKILLS – NUMERACY

Qualification objectives

The NCFE Level 2 Maths qualifications have been accredited by the qualifications regulators for England, Wales and Northern Ireland¹ and are part of the Qualifications and Credit Framework (QCF).

The qualifications are based on the National Standards for Numeracy (the Core Curriculum).

Qualification

This qualification is comprised of both mandatory units and optional units.

To achieve the NCFE Level 2 Certificate in Maths, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units.

Mode of delivery

This qualification is delivered in a blended programme of distance learning, tutorial support and mock exams and activities

Classes are held once a week for an approximate five weeks before taking exams.

Assessment

Student can either meet assessment requirements through electronically set exams by the awarding body or in paper format with an invigilator present.

Learners who aren't successful can re-sit their assessment(s) within the registration period; however, a charge may apply.

Duration

This qualification can be timetabled to suit the progression of the learner.

Timetable

Classes are held in both day and evening sessions to accommodate those who may already be in the workforce.

Awarding body

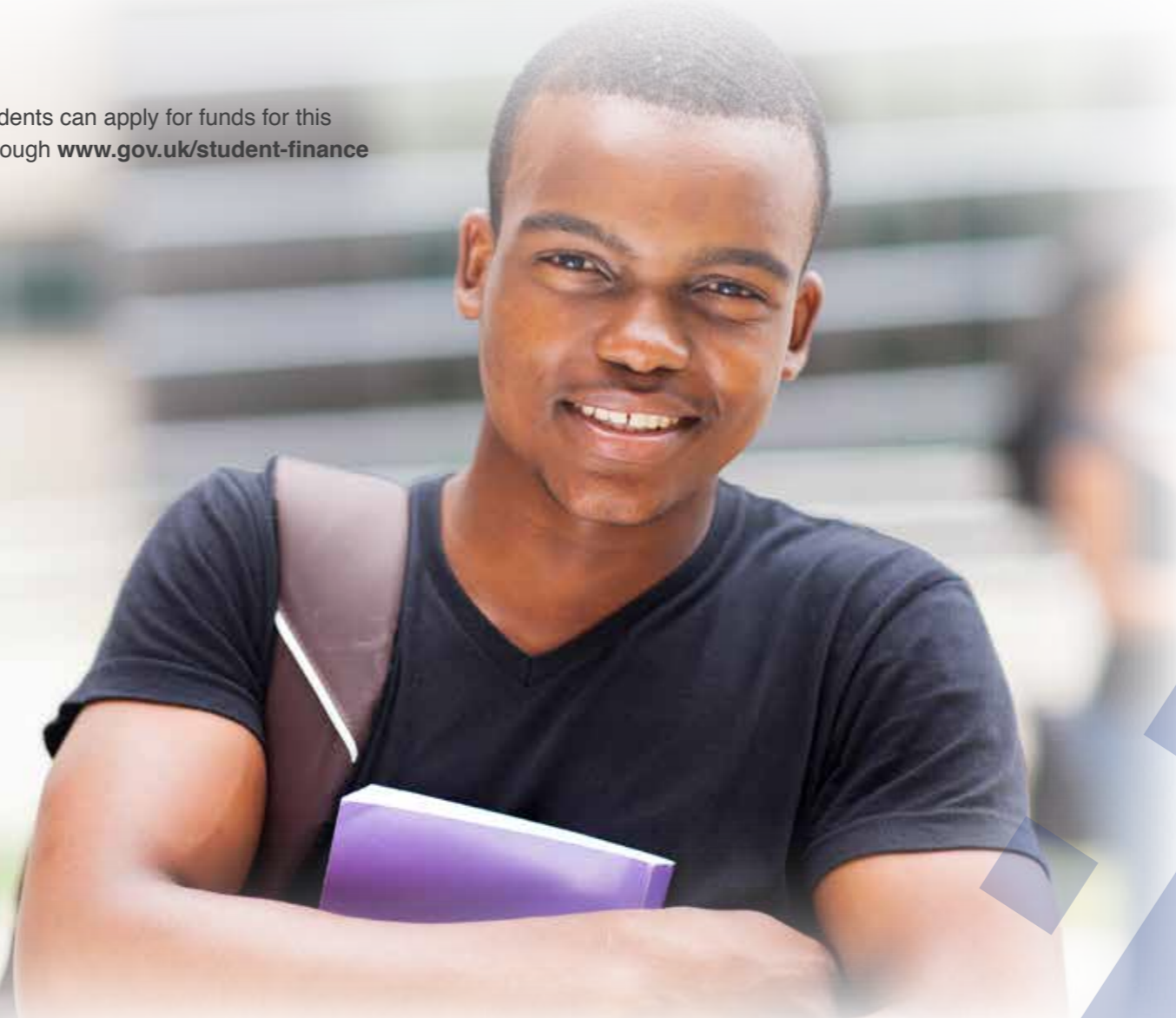
This qualification is awarded by *NCFE*.

Pathways

Learners who achieve this qualification could progress GCSE Maths. This qualification can also be useful to those studying qualifications in the sectors for (1) Preparation for Life and Work (2) Arts, Media and Publishing (3) Leisure, Travel and Tourism and (4) Health, Public Services and Care.

Finance

EU and UK students can apply for funds for this qualification through www.gov.uk/student-finance



Functional Skills – Numeracy

The NCFE Level 2 Maths qualifications have been accredited by the qualifications regulators for England, Wales and Northern Ireland and are part of the Qualifications and Credit Framework (QCF).

The qualifications are based on the National Standards for Numeracy (the Core Curriculum).

Qualification

This qualification is comprised of both mandatory units and optional units.

To achieve the NCFE Level 2 Certificate in Maths, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units.

Mode of delivery

This qualification is delivered in a blended programme of distance learning, tutorial support and mock exams and activities

Classes are held once a week for an approximate five weeks before taking exams.

Assessment

Students can either meet the assessment requirements through electronically-set exams by the awarding body or in paper format with an invigilator present.

Learners who aren't successful in the first attempt can re-sit their assessment(s) within the registration period; however, a charge may apply.

Duration

This qualification can be timetabled to suit the progression of the learner.

Timetable

Classes are held in both day and evening sessions to accommodate those who may already be in the workforce.

Awarding body

This qualification is awarded by *NCFE*

Pathways

Learners who achieve this qualification could proceed to GCSE Maths. This qualification can also be useful to those studying qualifications in the sectors for (1) Preparation for Life and Work (2) Arts, Media and Publishing (3) Leisure, Travel and Tourism and (4) Health, Public Services and Care

Finance

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All you need
to know about
24+ loans

ALL YOU NEED TO KNOW ABOUT 24+ LOANS

24+ loans

You do not have to take out a 24+ loan to complete your training. But for most learners, it provides a financial cushion while they study and look for employment. Other options could include using savings or taking out a loan from elsewhere. You can also pay for part of your fees through 24+ loans and part from your own current resources.

It's up to the individual learner to decide on the best option, depending on his/her financial circumstances

Who is eligible?

If you are aged 24 and over at the start of your training, is a resident in the UK, are studying at Level 3 or 4: QCF Certificates & Diplomas, Access to HE, and A-levels. You can have up to a maximum of four 24+ Advanced Learning Loans.

Key facts about the loan

Your 24+ loan doesn't have to be repaid until you earn more than £21,000 a year and this will not affect your credit ratings. Your payments are linked to how much you earn, not how much you borrow. There is also no upper age limit. Remember also that your 24+ loan is paid directly to your college or training provider.

Repaying your 24+ loan

Only 9% of income above £21,000 – irrespective of the number and amount of loan(s) taken out will be deducted from your income. Interest rates are linked to inflation – a sliding scale of the Retail Price Index (RPI) for incomes of less than £21,000; up to RPI + 3% for incomes above £41,000.

Repayments are taken directly from your wage in the same way as tax.

Annual income before tax	Repayment amount
Up to £21,000	£0
£22,000	£7.50 pm
£25,000	£30 pm
£30,000	£67 pm
£35,000	£105 pm
£40,000	£142 pm

Are there any mitigating factors about repaying my 24+ loan?

Repayments on your loan can be suspended if your income then falls below £21,000. All outstanding amounts are written off after 30 years or death.

Are there any additional support?

There might be additional support for mature students who have learning difficulties or disabilities. Also, you might be eligible to have some costs like babysitting, travel, books and equipment. Individual situations apply.

Useful links

nationalcareersservice.direct.gov.uk/advancedlearningloans

gov.uk/advancedlearningloans

For advice on taking out a loan and managing your finances: moneyadvice.service.org.uk

