

Qualification specification

**NCFE Level 5 Diploma in Education and Training
QN: 601/1622/5**

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Summary of changes

This document summarises the changes to this qualification specification.

Version	Publication date	Summary of amendments
v4.2	June 2022	<p>Information about the support handbook updated in section 1.</p> <p>Information regarding registration and entry requirements and the language of assessment evidence added to section 1.</p> <p>Specific version of The Minimum Core guidance document has been removed to ensure centres use the most up-to-date version.</p>

Section 1

About this qualification

Introduction

This qualification specification contains details of all the units and assessments required to complete this qualification.

To ensure that you are using the most up-to-date version of this qualification specification, please check the version number and date in the page footer against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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- the resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials

Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Qualification summary	
Qualification title	NCFE Level 5 Diploma in Education and Training
Qualification number (QN)	601/1622/5
Aim reference	60116225
Total qualification time (TQT)	1200
Guided learning hours (GLH)	360
Credit value	120
Minimum age	19
Qualification purpose	<p>This qualification is designed to provide trainee teachers with the knowledge and skills to teach in a range of contexts.</p> <p>It has been developed for those intending to work in the post-16 education and training sector.</p>
Aims and objectives	<p>This qualification prepares trainee teachers to teach in a range of contexts. There is a significant practice requirement as this qualification will assess, and provide evidence of, competence when undertaking teaching and/or training responsibilities.</p> <p>It can meet the needs of a range of trainee teachers, including:</p> <ul style="list-style-type: none"> • individuals who are not currently teaching and training but who can meet the practice requirements, including the observed and assessed practice requirements, of the qualification • individuals who are currently teaching and training (including those who have just begun teaching and training) who can meet the practice requirements, including the observed and assessed practice requirements, of the qualification • individuals who are currently working as assessors and who wish to achieve a teaching qualification <p>The objective of this qualification is to:</p> <ul style="list-style-type: none"> • confirm occupational competence in a teaching role within the workplace
Work/industry placement experience	<p>This qualification requires learners to complete a work/industry placement experience throughout the duration of the qualification.</p> <p>There is a requirement for a minimum of 100 hours of practice and a requirement to evidence working with groups of learners to achieve this qualification.</p>

Qualification summary	
Real work environment (RWE) requirement/recommendation	<p>Where the assessment requirements for a unit allows, it is essential that organisations wishing to operate a RWE do so in an environment that reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This is often used to support simulation.</p> <p>Simulation is not permitted for all units. Please see unit delivery and assessment guidance.</p>
Rules of combination	<p>Learners must achieve a minimum of 120 credits: 75 from the mandatory units and a minimum of 45 from the optional units.</p> <p>At least 61 credits must be at level 5.</p>
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Additional assessment requirements	This qualification must be assessed in line with the Education and Training Foundation's guidance for qualifications in education and training.
Staffing requirements	<p>This section is intended to give some guidance on the experience and qualifications needed to deliver and assess this qualification. Those who are delivering, assessing or quality assuring specialist optional units must also be suitably qualified in those areas (for example, English, mathematics, ESOL).</p> <p>The guidance in this section is not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for delivery or assessment roles.</p> <p>Centres must provide sufficient numbers of suitably experienced assessors and internal quality assurers to ensure that qualifications are delivered effectively. NCFE cannot be held responsible for any complications that arise in the delivery or assessment process as a result of internal recruitment decisions. Staff recruitment should be made at the discretion of centres, and centres should be aware that it is their responsibility to ensure that all staff involved in the delivery and assessment of NCFE qualifications are suitably qualified.</p> <p>All those delivering units and/or observing and assessing practice for the level 5 diploma in education and training must have all of the following:</p> <ul style="list-style-type: none"> • a teaching qualification equivalent to level 5 or above • evidence of relevant teaching experience in an education or training context • access to appropriate guidance and support • ongoing participation in related programme quality assurance processes

Qualification summary	
	<p>There are additional requirements for those who assess and internally quality assure the learning and development units.</p> <p>All those who assess the learning and development units must:</p> <ul style="list-style-type: none"> • already hold the qualification they are assessing (or a recognised equivalent) and have successfully assessed learners for other qualifications (if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of 2 assessors) • have up-to-date working knowledge and experience of best practice in assessment and quality assurance • hold one of the following qualifications or their recognised equivalent: <ul style="list-style-type: none"> ○ Level 3 Award in Assessing Competence in the Work Environment ○ Level 3 Certificate in Assessing Vocational Achievement ○ A1 assess learner performance using a range of methods ○ D32 assess learner performance and D33 assess learner using differing sources of evidence • show current evidence of continuing professional development in assessment and quality assurance <p>All those who are involved with the quality assurance of these qualifications internally must:</p> <ul style="list-style-type: none"> • have up-to-date working knowledge and experience of best practice in assessment and quality assurance • hold one of the following assessor qualifications or their recognised equivalent: <ul style="list-style-type: none"> ○ Level 3 Award in Assessing Competence in the Work Environment ○ Level 3 Certificate in Assessing Vocational Achievement ○ A1 assess learner performance using a range of methods ○ D32 assess learner performance and D33 assess learner using differing sources of evidence • hold one of the following internal quality assurance qualifications or their recognised equivalent: <ul style="list-style-type: none"> ○ Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice ○ Level 4 Certificate in Leading the Internal Quality Assurance of Assessment processes and practice ○ V1 conduct internal quality assurance of the assessment process ○ D34 internally verify the assessment process • show current evidence of continuing professional development in assessment and quality assurance <p>Please contact our quality assurance team should you want to clarify a member of staff's suitability.</p>

Qualification summary	
Progression	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> • Bachelor of Arts (BA) or Bachelor of Science (BSc) with Qualified Teacher Status (QTS) <p>Learners may also progress into employment as a tutor within:</p> <ul style="list-style-type: none"> • further education colleges • adult and community education providers • offender education • work-based learning providers • the third/voluntary sector • independent training organisations
Regulation information	This is a regulated qualification. The regulated number for this qualification is 601/1622/5.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Entry guidance

All trainee teachers joining the generic qualification programme should undertake an initial assessment of skills in English, mathematics and information and communications technology (ICT). They should record their development needs and, where applicable, agree an action plan to address them. If trainees join the qualification programme having already undertaken an initial assessment of their English, mathematics and ICT skills, their record of development needs and any previous action taken to address them should be reviewed and updated as required.

Potential teacher trainees wishing to take any of the specialist optional units will need to evidence level 3 personal skills in English or mathematics, as appropriate. The entry criteria and how they can be evidenced can be found in Criteria for entry to mathematics (numeracy) and English (literacy and ESOL) teacher training in the lifelong learning sector (Lifelong Learning UK, June 2007, amended February 2010).

There is a requirement for further education teachers to have a knowledge and skills base in English literacy, English language, numeracy and ICT. The knowledge, understanding and personal skills requirements for these subjects are included in the teaching qualifications and documented in: The Minimum Core for teacher training qualifications for the Further Education and Skills sector. Please ensure you are using the most up-to-date version of this guidance.

The minimum core details the knowledge, understanding and personal skills in maths, English and ICT expected of all teachers in the sector:

- language and literacy
- numeracy
- ICT

Each of these sections comprises 2 parts:

- part A – knowledge and understanding
- part B – personal skills

Elements of the minimum core should be selected appropriate to the context and needs of each cohort of trainee teachers. The selected elements should be delivered and assessed across the following units:

- teaching, learning and assessment in education and training (level 4)
- developing teaching, learning and assessment in education and training (level 5)

Opportunities to develop these personal skills should be made available across the mandatory units as a minimum.

Learners are not required to have achieved a Level 3 Award in Education and Training or a Level 4 Certificate in Education and Training before undertaking a Level 5 Diploma in Education and Training. However, some learners may already have completed one or both of these qualifications.

Entry is at the discretion of the centre. However, learners should be 19 or over to undertake the qualification.

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **120 credits: 75 credits** from the mandatory units and **a minimum of 45 credits** from the optional units. **At least 61 credits must be at level 5.**

Please refer to the list of units below or the unit summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

Practice requirements

The practice component is a vital aspect of high-quality initial teacher training.

There is a requirement for a minimum of 100 hours of practice and a requirement to evidence working with groups of learners to achieve this qualification.

There are different practice requirements for each unit in this qualification.

Effective teaching practice experience should ideally include:

- different teaching practice locations/settings/contexts
- teaching across more than one level
- teaching a variety of learners
- teaching individuals and groups
- experience of non-teaching roles
- gaining subject-specialist knowledge through workplace mentoring

Ideally, trainee teachers should have access to as many of these elements as possible during their teaching practice.

Observed and assessed practice requirements

There must be a minimum of 8 observations totalling a minimum of 8 hours. This excludes any observed practice completed as part of the Level 3 Award in Education and Training. **Any single observation must be a minimum of 30 minutes.**

Observations should be appropriately spaced throughout the whole programme and take into account a trainee teacher's progress. Centres should refer to Ofsted's Further Education and Skills Inspection Handbook to help them to make a judgement about whether a trainee teacher has met the required standard of practice in an observation.

For the education and training units, practice must be in a teaching and learning environment.

As stated above, there is a requirement for a minimum of 8 observations of practice. The 8 observations must be linked to the following mandatory units:

- teaching, learning and assessment in education and training (level 4)
- developing teaching, learning and assessment in education and training (level 5)

To be eligible for the award of credit for any 1 of the above 2 units, a trainee teacher must be able to provide evidence of a minimum of 2 assessed observations of practice that meet the required standard of practice. To be eligible for the award of credit for both units, a trainee teacher must be able to provide evidence of a minimum of 8 assessed observations of practice that meet the required standard of practice. Achievement of the unit theories, principles and models in education and training (level 5) is a prerequisite for achievement of the unit developing teaching, learning and assessment in education and training (level 5).

Some optional units from the education and training suite also require practice, including observation and assessment of practice. The number of observations of practice required and the number of hours to be observed and assessed are not specified for these optional units. These requirements are in addition to the observed and assessed practice requirements for the mandatory units identified above.

For some optional units taken from the learning and development qualification, practice must be in a real work environment and in the appropriate context with groups of learners or with individual learners. The number of practice hours required and the number of hours to be observed and assessed are not specified for learning and development units. These requirements are in addition to the observed and assessed practice requirements for the mandatory units identified above.

Learners who have completed the Level 3 Award in Education and Training and who are progressing directly to the Level 5 Diploma in Education and Training cannot bring forward any credit or observed and assessed practice.

Trainee teachers who have achieved the Level 4 Certificate in Education and Training can transfer 20 hours of practice and 2 hours of observed and assessed practice towards the practice requirements of the Level 5 Diploma in Education and Training.


Units

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit.


The regulated unit number is indicated in brackets for each unit (for example, M/100/7116) within section 2.

 Knowledge only units are indicated by a lightbulb. If a unit is not marked with a lightbulb, it is a skills unit or contains a mix of knowledge and skills.

Mandatory units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 01	H/505/0912	Teaching, learning and assessment in education and training	4	20	65	
Unit 02	R/505/0923	Developing teaching, learning and assessment in education and training	5	20	65	
 Unit 03	A/505/0818	Theories, principles and models in education and training	5	20	60	
Unit 04	J/505/0837	Wider professional practice and development in education and training	5	15	50	

Optional units

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 05	M/503/5376	Action learning to support development of subject specific pedagogy	5	15	50	
Unit 06	T/503/5380	Action research	5	15	50	
Unit 07	M/505/1089	Delivering employability skills	4	6	20	
Unit 08	A/502/9547	Develop and prepare resources for learning and development	4	6	25	
Unit 09	M/502/9545	Develop learning and development programmes	4	6	30	
Unit 10	H/505/1090	Developing, using and organising resources in a specialist area	5	15	50	
 Unit 11	Y/503/5310	Effective partnership working in the learning and teaching context	4	15	50	
Unit 12	D/502/9556	Engage with employers to facilitate workforce development	4	6	30	
Unit 13	Y/503/5789	Equality and diversity	4	6	25	
Unit 14	K/505/1091	Evaluating learning programmes	4	3	15	
Unit 15	H/502/9543	Identify the learning needs of organisations	4	6	30	
Unit 16	L/503/5384	Inclusive practice	4	15	50	

Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
Unit 17	A/601/5321	Internally assure the quality of assessment	4	6	45	
Unit 18	A/502/9550	Manage learning and development in groups	4	6	30	
★ Unit 19	J/505/0188	Preparing for the coaching role	4	3	15	
★ Unit 20	L/505/0189	Preparing for the mentoring role	4	3	15	
★ Unit 21	T/505/1093	Preparing for the personal tutoring role	4	3	15	
Unit 22	L/504/0231	Principles and practice of lipreading teaching	4	12	48	
Unit 23	R/504/0229	Specialist delivery techniques and activities	4	9	30	
Unit 24	J/505/1096	Teaching in a specialist area	4	15	50	
Unit 25	Y/505/1099	Understanding and managing behaviours in a learning environment	4	6	20	
Unit 26	F/601/5322	Understanding the principles and practices of externally assuring the quality of assessment	4	6	45	
Unit 27	T/601/5320	Understanding the principles and practices of internally assuring the quality of assessment	4	6	45	
★ Unit 28	L/505/0791	Literacy and ESOL and the learners	5	20	60	
Unit 29	J/505/0790	Literacy and ESOL theories and frameworks	5	20	60	

	Unit number	Regulated unit number	Unit title	Level	Credit	GLH	Notes
★	Unit 30	L/505/0774	Literacy and the learners	5	15	40	
★	Unit 31	Y/505/0776	Literacy, ESOL and the learners	5	15	40	
	Unit 32	J/505/0773	Literacy theories and frameworks	5	15	40	
★	Unit 33	F/505/0786	ESOL and the learners	5	15	40	
	Unit 34	A/505/0785	ESOL theories and frameworks	5	15	40	
	Unit 35	J/505/0756	Action learning for teaching in a specialist area of disability	5	15	40	
★	Unit 36	Y/505/0759	Understanding theories and frameworks for teaching disabled learners	5	15	40	
	Unit 37	K/505/0765	Numeracy and the learners	5	15	40	
★	Unit 38	H/505/0764	Numeracy knowledge and understanding	5	15	40	
	Unit 39	M/505/3912	Managing behaviours in a learning environment	5	6	20	

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of **one** component:

- an internally assessed portfolio of evidence that is assessed by centre staff and externally quality assured by NCFE (internal quality assurance (IQA) must still be completed by the centre as per usual)

This qualification must be assessed in line with the Education and Training Foundation's guidance for qualifications in education and training.

The Level 5 Diploma in Education and Training is a competence-based qualification.

A competence-based qualification may be based on national occupational standards (NOS) and is a job-ready qualification that requires learners to demonstrate the skills and knowledge required to work in a specific industry. A competence-based qualification must be assessed in the workplace or in a real work environment (RWE) in accordance with the relevant assessment guidance. For further information on the guidance, please visit the qualifications page on the NCFE website.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply.

All the evidence generated by the learner will be assessed against the standards expected of a level 5 learner for each learning outcome.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

Internally assessed work should be completed by the learner in accordance with the qualification specification.

The tutor must be satisfied that the work produced is the learner's own.

A centre may choose to create their own internal assessment tasks. The tasks should:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to course file documents on the NCFE website

Please refer to the Education and Training Foundation's guidance for further information. This can be found on the qualifications page on the NCFE website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

Supervision of learners and your role as an assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on the NCFE website.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact our quality assurance team.

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This document can be found in section 3.

For further information or guidance about this qualification, please contact our customer support team.

Unit 01 Teaching, learning and assessment in education and training (H/505/0912)

Unit summary	The purpose of the unit is to provide the learner with knowledge, understanding and skills relating to teaching, learning and assessment in education and training. It includes understanding the role and responsibilities of a teacher in education and training, agreeing individual learning goals and planning, delivering and assessing inclusive teaching and learning. It involves creating and maintaining an inclusive learning environment and evaluating own practice. It covers expectations in relation to the minimum core in teaching, learning and assessment.
Credit value	20
Guided learning hours	65
Level	4
Mandatory/optional	Mandatory

Learning outcome 1**The learner will:**

- 1 Understand roles, responsibilities and relationships in education and training

The learner can:

- 1.1 Analyse own **role and responsibilities** in education and training
- 1.2 Summarise key aspects of **legislation, regulatory requirements and codes of practice** relating to own role and responsibilities
- 1.3 Analyse the relationships and boundaries between the teaching role and other professional roles
- 1.4 Describe points of referral to meet the needs of learners

Learning outcome 2**The learner will:**

- 2 Be able to use initial and diagnostic assessment to agree individual learning goals with learners

The learner can:

- 2.1 Explain why it is important to **identify** and meet the **individual needs** of learners
- 2.2 Analyse the role and use of initial and diagnostic assessment in agreeing individual learning goals
- 2.3 Use **methods** of initial and diagnostic assessment to agree individual learning goals with learners
- 2.4 Record learners' individual learning goals

Unit 01 Teaching, learning and assessment in education and training (H/505/0912) (cont'd)**Learning outcome 3****The learner will:**

- 3 Be able to plan inclusive teaching and learning

The learner can:

- 3.1 Devise a scheme of work in accordance with **internal** and **external requirements**
- 3.2 Design teaching and learning plans that respond to:
- the individual **goals and needs** of all learners
 - **curriculum requirements**
- 3.3 Explain how own planning meets the individual needs of learners
- 3.4 Explain ways in which teaching and learning plans can be **adapted** to meet the **individual needs** of learners
- 3.5 Identify opportunities for learners to provide **feedback** to inform inclusive practice

Learning outcome 4**The learner will:**

- 4 Be able to create and maintain a safe, inclusive teaching and learning environment

The learner can:

- 4.1 Explain why it is important to promote **appropriate behaviour** and respect for others
- 4.2 Explain ways to **promote equality and value diversity**
- 4.3 Establish and sustain a **safe, inclusive learning environment**

Learning outcome 5**The learner will:**

- 5 Be able to deliver inclusive teaching and learning

The learner can:

- 5.1 Analyse the effectiveness of **teaching and learning approaches** used in own area of specialism in relation to meeting the individual needs of learners
- 5.2 Analyse benefits and limitations of **communication** methods and media used in own area of specialism
- 5.3 Analyse the **effectiveness** of resources used in own area of specialism in relation to meeting the individual needs of learners
- 5.4 Use inclusive teaching and learning approaches and resources, including technologies, to meet the **individual needs of learners**
- 5.5 Demonstrate ways to promote equality and value diversity in own teaching
- 5.6 Adapt teaching and learning **approaches and resources**, including technologies, to meet the individual needs of learners
- 5.7 **Communicate** with learners and learning professionals to meet individual learning needs

Unit 01 Teaching, learning and assessment in education and training (H/505/0912) (cont'd)**Learning outcome 6****The learner will:**

- 6 Be able to assess learning in education and training

The learner can:

- 6.1 Explain the **purposes** and **types** of assessment used in education and training
- 6.2 Analyse the **effectiveness** of assessment methods in relation to meeting the individual needs of learners
- 6.3 Use types and methods of assessment, including peer and self-assessment, to:
- **involve** learners in assessment
 - meet the **individual needs** of learners
 - enable learners to produce **assessment evidence** that is valid, reliable, sufficient, authentic and current
 - meet internal and external assessment requirements
- 6.4 Use **questioning** and **feedback** to contribute to the assessment process
- 6.5 Record the **outcomes** of assessments to meet internal and external requirements
- 6.6 Communicate assessment information to other professionals with an interest in learner achievement

Learning outcome 7**The learner will:**

- 7 Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning

The learner can:

- 7.1 Analyse ways in which **minimum core elements** can be demonstrated in planning, delivering and assessing inclusive teaching and learning
- 7.2 Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning

Learning outcome 8**The learner will:**

- 8 Be able to evaluate own practice in planning, delivering and assessing inclusive teaching and learning

The learner can:

- 8.1 Review the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning, taking account of the views of learners and **others**
- 8.2 Identify areas for **improvement** in own practice in planning, delivering and assessing inclusive teaching and learning

Unit 01 Teaching, learning and assessment in education and training (H/505/0912) (cont'd)**Assessment guidance****Delivery and assessment**

The learning outcomes must be assessed in a teaching and learning environment.

Simulation is not permitted.

There is a requirement to observe and assess practice in this unit. To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of 2 assessed observations of practice in a teaching and learning context that meet the required standard of practice.

See practice requirements in section 1 for further guidance on practice and observation hours required for the qualification.

1.1 role and responsibilities

Learners must analyse their own role and the responsibilities of their role within an education and training setting.

Responsibilities could include:

- maintaining occupational competence
- identifying learner needs
- planning, tracking and monitoring learner progress
- establishing and maintaining safe and appropriate learning environment
- negotiating ground rules, promoting positive behaviour
- adhering to legislation, promoting organisation policies and procedures
- communication and work with others
- recruitment and marketing

1.2 legislation, regulatory requirements and codes of practice could include but is not limited to:

- current government legislation
 - safeguarding and Prevent
- professional/vocational sector standards
- awarding body requirements
- organisational policies and procedures
- equality and diversity
- data protection
- Ofsted

2.1 identify

Identification of prior learning, skills and achievement.

2.1 individual needs could include but are not limited to:

- embedding English, maths and digital where appropriate
- ensure accessibility of face-to-face and online content/resources

Unit 01 Teaching, learning and assessment in education and training (H/505/0912) (cont'd)**Delivery and assessment (cont'd)**

2.3 methods to include ways of addressing knowledge or skills gap, including reference to English, maths or digital including:

- interview
- application form
- training needs analysis
- CV
- skills test
- English, maths and digital testing

3.1 internal and external requirements

Internal requirements could include but are not limited to:

- delivery model (face-to-face and online)
- embedding of English, maths and digital skills
- current educational government initiatives such as safeguarding and Prevent

External requirements could include but are not limited to:

- vocational standards for T Level and apprenticeship programmes
- proportion of content that can be taught online/face-to-face

3.2 goals and needs

Individual goals and needs of learners could include but are not limited to:

- learning style
- opportunity to practice skills and behaviours
- opportunity to develop English, maths and digital skills
- assessment methods

3.2 curriculum requirements could include but are not limited to:

- knowledge content
- skills and behaviours
- practical
- level
- assessment requirements
- the need to design adaptable or flexible programmes including online (synchronous and asynchronous) and face-to-face delivery

Unit 01 Teaching, learning and assessment in education and training (H/505/0912) (cont'd)**Delivery and assessment (cont'd)****3.4 adapted**

Adapting plans could include but is not limited to:

- sequencing and timing of activities
- delivery and assessment methods
- differentiated resources and activities

3.4 individual needs could include but are not limited to:

- blended learning to increase flexibility and the need to include synchronous and asynchronous activities
- peer teaching
- group activities

3.5 feedback

Learners could identify informal and planned feedback opportunities such as:

- group feedback
- in-session feedback
- tutorials
- course evaluations
- learner focus groups
- course representatives
- learner attendance to team meetings

4.1 appropriate behaviour in regards to:

- establishing standards
- in line with safeguarding and Prevent
- policies and procedures
- modelling of expected behaviours
- group rules/code of conduct

4.2 and 5.5 promote equality and value diversity

Ways to promote equality and value diversity could include but are not limited to:

- flexibility in approaches, including the use of technology to deliver online and face-to-face teaching sessions
- actively engaging all learners in face-to-face and online teaching sessions
- empowering learners
- modelling expected behaviours
- challenging stereotypes
- swift response to challenging behaviours and discrimination

Unit 01 Teaching, learning and assessment in education and training (H/505/0912) (cont'd)**Delivery and assessment (cont'd)**

4.3 safe, inclusive learning environment could include but is not limited to:

- communicating key government policy to learners, parents and others involved in the learning journey (for example, workplace staff)
- legal requirements
- current policies such as safeguarding and Prevent
- organisational policies and procedures
- modelling of expected behaviours

5.1 teaching and learning approaches must be appropriate to the:

- content
 - vocational standards for T Levels and apprenticeships
 - awarding body requirements
- specialism
 - wider skills, including English, maths and digital

5.2 communication could include but is not limited to:

- verbal
- media
 - source reliable resources
- ICT
 - ensure a mixture of synchronous and asynchronous activities for online/remote/blended sessions

5.3 effectiveness could include but is not limited to

- adaptability and flexibility to use interactive resources in online, remote and face-to-face teaching
- impact

Learners could also explore the limitations including:

- appropriate amount of synchronous content when teaching online/remote/blended sessions
- cost
- availability
- currency
- readability
- popularity of resource
- learning preference

Unit 01 Teaching, learning and assessment in education and training (H/505/0912) (cont'd)**Delivery and assessment (cont'd)****5.4 individual needs of learners**

To meet the individual needs of learners, resources should be:

- industry relevant
- fit for purpose

5.5 see 4.2**5.6 approaches and resources**

Approaches could include but are not limited to:

- use of e-learning in remote, blended and face-to-face teaching
- varied teaching and learning methods
- use of different learning styles
- peer teaching
- external speakers
- educational visits
- work placements
- group work

Resources could include but are not limited to:

- differentiated to meet individual needs
- content is representative of community

5.7 and 6.6 communicate

Communication with learners to meet individual needs could include but is not limited to:

- awareness of how to communicate in online platforms, (for example, to remain on mute, raise hand)
- use of appropriate language and level
- two-way communication to encourage ownership
- acknowledge learner contributions
- impact of body language
- modelling expected behaviours

Communication with learning professionals could include but is not limited to:

- awareness of how to communicate in online platforms, (for example, to remain on mute, raise hand)
- discussions with colleagues, specialists, programme leaders, employers, work placement mentors, specialist training providers, support agencies, tutors, parents/guardians
- professionalism

Unit 01 Teaching, learning and assessment in education and training (H/505/0912) (cont'd)**Delivery and assessment (cont'd)**

6.1 purposes could include but are not limited to:

- formative assessment
- summative assessment
- initial and diagnostic assessment
- assessment of prior knowledge and skills
- awarding organisation requirements
- identify current level of skill, knowledge and behaviours
- target setting
- identify current level of English, maths and digital skills

6.1 types of assessment could include but are not limited to:

- practical observation
- skills test
- exam
- assignment
- self-assessment
- professional discussion
- witness testimony
- learner reflective account
- written or oral questions
- project
- presentation
- portfolio (paper-based/online)

6.2 effectiveness of assessment methods in relation to individual needs of learners could include:

- internal assessment
- external assessment
- use of technology
- standardisation of assessment decisions
- opportunities to resubmit
- assessment of wider skills including English, maths and digital
- timing
- resources
- opportunities to practice and complete mock assessments

6.3 involve

Learners could be involved by:

- taking ownership
- sharing aims and intended outcomes

Unit 01 Teaching, learning and assessment in education and training (H/505/0912) (cont'd)**Delivery and assessment (cont'd)****6.3 individual needs**

Meeting individual needs could include:

- personalised feedback
- assessment for learning
- formative assessment to check and correct

6.3 assessment evidence that is valid, reliable, sufficient, authentic and current could include but is not limited to:

- meets requirements of the vocational standards for T Levels and apprenticeships
- meets national standards as outlined in the qualification specification and, where applicable, assessment guidance
- internal and external quality assurance
- rigorous, vigilant to command verbs
- takes into account current trends and issues within specialist subject
- authentication of paper-based and online evidence
- considers potential plagiarism and ways to identify plagiarism

6.4 questioning could include but is not limited to:

- suitable examples that can be used in online/remote/blended sessions (for example, open, closed, rhetorical, probing, socratic, recall, extension, hypothetical)

6.4 feedback could include but is not limited to:

- suitable examples that can be used in online/remote/blended sessions such as developmental, constructive, medal and mission, feedback sandwich, written, oral, group, individual

6.5 outcomes

Learner evidence must demonstrate recording outcomes of assessment at regular intervals to support summative assessment.

6.6 see 5.7**7.1 and 7.2 minimum core elements**

Learner evidence to include minimum core elements of:

- English
 - literacy
 - language
- maths
 - numeracy
- ICT digital

Learners must include details of how they use ICT in an interactive way to engage learners within own teaching practice.

Unit 01 Teaching, learning and assessment in education and training (H/505/0912) (cont'd)**Delivery and assessment (cont'd)**

8.1 others could include but is not limited to:

- workplace/industry mentor
- tutor/mentor
- learners
- external inspectors

8.2 improvement

Improvements to planning could include:

- tutor/mentor support
- planning models
- internal quality assurance feedback
- time management
- contribution to team projects/planning tasks
- identification of online learning resources

Improvement to delivering inclusive teaching and learning could include:

- use of technology to support and enhance teaching and learning
- peer teaching
- observation of experienced teachers
- mentoring/coaching support from advanced practitioners

Improvements to assessing practices could include:

- continuing professional development (CPD) to update occupational competence
- completion of recognised assessor qualification
- attendance to awarding body webinars and training events
- IQA/EQA feedback
- updating knowledge of assessment guidance within qualification specification
- participation in standardisation events with colleagues and experienced teachers/trainers

Unit 01 Teaching, learning and assessment in education and training (H/505/0912) (cont'd)**Types of evidence**

Evidence must include:

- observations of teaching practice
- scheme of work (produced by learner)
- teaching and learning plans

Evidence could include:

- assignment
- learner report
- individual or small group presentation
- research project
- professional discussion
- teaching portfolio evidence, such as:
 - sample of resources (used in own teaching practice)
 - sample diagnostic, formative, summative assessment activities
 - learner trackers
 - records of achievement
- records of internal/external quality assurance
- personal reflective diary/log

Unit 02 Developing teaching, learning and assessment in education and training (R/505/0923)

Unit summary	The purpose of the unit is to provide the learner with knowledge, understanding and skills relating to developing teaching, learning and assessment in education and training. It includes investigating practice in own area of specialism, applying theories, principles and models of learning, communication and assessment in relation to planning, delivering and assessing inclusive teaching and learning. It involves applying theories of behaviour management in creating and maintaining an inclusive learning environment and applying theories and models of reflection to evaluating own practice. It covers expectations in relation to the minimum core in teaching, learning and assessment.
Credit value	20
Guided learning hours	65
Level	5
Mandatory/optional	Mandatory

Learning outcome 1**The learner will:**

- 1 Be able to investigate practice in own area of specialism

The learner can:

- 1.1 Analyse the application of **pedagogical principles** in own area of specialism
- 1.2 Evaluate the effectiveness of use of **creative and innovative approaches** in own area of specialism

Learning outcome 2**The learner will:**

- 2 Be able to apply theories, principles and models of learning, communication and assessment to planning inclusive teaching and learning

The learner can:

- 2.1 Use initial and diagnostic assessments to agree learners' **individual goals** and learning preferences
- 2.2 Devise a scheme of work taking account of:
 - the needs of learners
 - the delivery model
 - **internal and external requirements**
- 2.3 Design teaching and learning plans that take account of:
 - the individual goals, needs and learning preferences of all learners
 - **curriculum requirements**
- 2.4 Identify opportunities for learners and others to provide **feedback** to inform inclusive practice
- 2.5 Explain how own practice in planning inclusive teaching and learning has taken account of theories, principles and models of **learning, communication and assessment**

**Unit 02 Developing teaching, learning and assessment in education and training (R/505/0923)
(cont'd)****Learning outcome 3****The learner will:**

- 3 Be able to apply theories of behaviour management to creating and maintaining a safe, inclusive teaching and learning environment

The learner can:

- 3.1 Analyse **theories** of behaviour management
- 3.2 Establish and sustain a safe, **inclusive learning environment**
- 3.3 Explain how own practice in creating and maintaining a safe, inclusive teaching and learning environment has taken account of **theories of behaviour management**

Learning outcome 4**The learner will:**

- 4 Be able to apply theories, principles and models of learning and communication to delivering inclusive teaching and learning

The learner can:

- 4.1 Design resources that:
 - actively **promote equality and value diversity**
 - meet the identified needs of specific learners
- 4.2 Demonstrate flexibility and adaptability in the use of inclusive teaching and learning **approaches and resources**, including technologies, to meet the needs of individual learners
- 4.3 Demonstrate ways to promote equality and value diversity in **own teaching**
- 4.4 Communicate with learners, learning professionals and **others** to meet individual learning needs and encourage progression
- 4.5 Explain how own delivery of inclusive teaching and learning has taken account of **theories, principles and models of learning and communication**

Learning outcome 5**The learner will:**

- 5 Be able to apply theories, models and principles of assessment to assessing learning in education and training

The learner can:

- 5.1 Design **assessments** that meet the individual needs of learners
- 5.2 Demonstrate flexibility and adaptability in using types and methods of assessment to meet **individual learning needs** and assessment requirements

**Unit 02 Developing teaching, learning and assessment in education and training (R/505/0923)
(cont'd)**

- 5.3** Demonstrate the use of assessment data in:
- monitoring learners' achievement, attainment and progress
 - setting learners' **targets**
 - planning subsequent sessions
 - **recording the outcomes** of assessment
- 5.4** Communicate **assessment information** to other professionals with an interest in learner achievement
- 5.5** Explain how own **assessment practice** has taken account of **theories, models and principles of assessment**

Learning outcome 6**The learner will:**

- 6** Be able to implement expectations of the minimum core in planning, delivering and assessing inclusive teaching and learning

The learner can:

- 6.1** Analyse ways in which **minimum core elements** can be demonstrated in planning, delivering and assessing inclusive teaching and learning
- 6.2** Apply minimum core elements in planning, delivering and assessing inclusive teaching and learning

Learning outcome 7**The learner will:**

- 7** Be able to apply theories and models of reflection and evaluation to the evaluation of own practice in planning, delivering and assessing inclusive teaching and learning

The learner can:

- 7.1** Use **theories and models of reflection** to evaluate the effectiveness of own practice in planning, delivering and assessing inclusive teaching and learning
- 7.2** **Analyse** ways to improve own practice in planning, delivering and assessing inclusive teaching and learning

Unit 02 Developing teaching, learning and assessment in education and training (R/505/0923) (cont'd)

Assessment guidance

Delivery and assessment

The learning outcomes must be assessed in a teaching and learning environment.

Simulation is not permitted.

There is a requirement to observe and assess practice in this unit. To be eligible for the award of credit for this unit, a trainee teacher must be able to provide evidence of a minimum of 2 assessed observations of practice in a teaching and learning context that meet the required standard of practice. The unit theories, principles and models in education and training (level 5) is a prerequisite for this unit.

See practice requirements in section 1 for further guidance on practice and observation hours required for the qualification.

1.1 pedagogical principles could include but are not limited to:

- active engagement in online/remote learning
- blended learning
- theories of specialist knowledge
- experiential learning
- taxonomy of learning
- scaffolded learning
- multi-sensory models

1.2 creative and innovative approaches could include but are not limited to:

- synchronous and asynchronous learning
- learner-centred learning
- blended learning
- information and learning technology
- self-directed, independent learning
- work-based, competence-based or practical learning
- collaborative working
- peer support/teaching
- support, challenge and extension activities

2.1 individual goals

Initial and diagnostic assessments to determine individual goals and learning preferences could include:

- opportunities to address English, maths and digital needs
- results of SWOT analysis
- recognised prior learning or experiences
- online learning, research, self-directed study, study skills opportunities

Unit 02 Developing teaching, learning and assessment in education and training (R/505/0923) (cont'd)

Delivery and assessment (cont'd)

2.2 internal and external requirements could include but are not limited to:

- industry placement for T Levels and apprenticeships
- current educational initiatives such as English, maths and digital, safeguarding
- inspection requirements such as Ofsted and awarding organisations

2.3 curriculum requirements could include but are not limited to:

- requirements from employers for T Level industry placement, work setting for apprenticeships
- opportunities to develop wider skills to support academic progress and/or mastery of practical skills

2.4 feedback

Opportunities for feedback may include:

- learner feedback via end of course surveys, course representatives, student council, learner attendance at team/programme meetings
- feedback from others such as formal coaching guidance from teaching and learning coach, appraisal with line manager, feedback report from teaching observation, IQA feedback, EQA feedback and observation feedback from manager/mentor in workplace for work-based learning (WBL) programmes

2.5 learning, communication and assessment

Theories, principles and models of learning, communication and assessment could include those listed in unit 03 guidance.

Theories, principles and models must be linked to own practice and subject-specialist planning, for example:

- learning – online, blended, flexible, remote, approaches used to develop mastery, inclusion, delivery methods, teacher vs learner-led activities, multi-sensory approaches
- communication – online, barriers, development of learners' communication skills and subject-specific language
- assessment – initial, formative, summative, targets, online/remote assessment

3.1 theories of behaviour management could include but are not limited to:

- management through motivation (for example, Maslow, Herzberg)
- growth mindset (for example, Dweck)
- models of behaviour management such as logical consequences, assertive discipline
- barriers to learning and related coping strategies
- positive reinforcement (for example, Skinner)
- social learning theory (for example, Bandura)
- Belbin's team role theory

Unit 02 Developing teaching, learning and assessment in education and training (R/505/0923) (cont'd)

Delivery and assessment (cont'd)

3.2 inclusive learning environment can include but is not limited to:

- physical environment
 - risk assessment including checks to equipment, ventilation, lighting, layout
- face-to-face and online/remote learning environments
 - modelling of effective practice in relation to safeguarding, equality and diversity

3.3 theories of behaviour management could include those listed in unit 03 guidance.

Theories must be linked to own practice, for example:

- group and individual behaviours
- group rules, expectations and dynamics
- collaborative learning
- motivation
- ownership
- positive reinforcement

4.1 promote equality and value diversity

Learner responses should evidence resources they have designed. To actively promote equality and value diversity resources could:

- be adaptable for use in different learning environments (for example, face-to-face and online)
- use appropriate language/terminology for industry/workplace settings
- be representative of different groups

Learner evidence must include detail of how resource meets specific needs (for example, readability, font, size, colour, layout, use of technology, use of images).

4.2 approaches and resources

Learners must demonstrate flexibility and adaptability of approaches and resources to meet individual needs. Examples could include:

- current and accessible technologies that promote learner engagement in both face-to-face and remote/online settings
- inclusive learning practices that take into account learning styles to stimulate and engage learners
- practice is learner centred, with an emphasis on learning rather than teaching
- resources are up-to-date and linked to current industry practices

Unit 02 Developing teaching, learning and assessment in education and training (R/505/0923) (cont'd)

Delivery and assessment (cont'd)

4.3 own teaching

Learners must demonstrate how they promote equality and diversity in their own teaching. Examples could include but are not limited to:

- promotion of equality and diversity in line with current legislation such as safeguarding
- adapting teaching and learning approaches to take into account individual needs
- innovative use of technology to engage learners
- use of peer teaching and peer assessment

4.4 others could include but is not limited to:

- communicating with parents, employers and WBL mentors (staff), negotiating industry placements

4.5 theories, principals and models of learning and communication could include those listed in unit 03 guidance.

Communication explanations could include but are not limited to:

- ensuring learner interaction in both face-to-face and online settings with a mixture of synchronous and asynchronous learning
- identification and removal of barriers to communication
- communication as a two-way process to empower the learner
- the use and development of subject-specific language

5.1 assessments

Learners must demonstrate flexibility and adaptability of types and methods of assessment to meet individual needs and assessment requirements. Examples could include but are not limited to:

- holistic use of naturally occurring evidence including, English, maths and digital

5.2 individual learning needs

Types and methods of assessment to meet individual learning needs could include but are not limited to:

- preparing learner for assessment in online and face-to-face environments
- choice of assessment methods
- feedback opportunities including the opportunity to encourage peer support

5.3 targets should make reference to the development of English, maths and digital skills where appropriate.

5.3 recording the outcomes

Evidence should include regular recording of outcomes of assessment to take place to aid summative assessment decisions.

Unit 02 Developing teaching, learning and assessment in education and training (R/505/0923) (cont'd)

Delivery and assessment (cont'd)

5.4 assessment information

Methods to communicate assessment information could include but are not limited to:

- update and maintain paper-based/digital tracking records
- individual progress reviews with learner and employer/mentor
- qualification progress statistics such as achievement and retention
- contribute to self-assessment report (SAR) and quality improvement plan (QIP)
- analysis of 3 year data trends for inspection

5.5 assessment practice could include but is not limited to:

- embedded assessment opportunities including work-based setting where appropriate
- naturally occurring evidence within the academic and/or work-based setting
- use of technology to support online, remote and blended assessment
- consideration of validity, accuracy, currency, reliability and sufficiency of assessment methods and evidence produced

5.5 theories, principles and models of assessment could include those listed in unit 03 guidance.

Learners must make links to their own teaching practice.

6.1 and 6.2 minimum core elements

Learners must be aware of minimum core elements and current terminology (for example, English, maths and digital).

Learner responses could include ways to develop digital skills to promote and enhance active learning in face-to-face and online settings.

7.1 and 7.2 theories and models of reflection and evaluation could include those listed in unit 03 guidance.

7.2 analyse

Methods to analyse ways to improve own planning, delivering and assessing could include but are not limited to:

- observation feedback from workplace/industry mentor or manager self-reflection on taught sessions
- CPD activities including workplace updating, job shadowing and wider research of subject specialism
- attendance to awarding organisation training, webinars and updating events
- mentor support/coaching

**Unit 02 Developing teaching, learning and assessment in education and training (R/505/0923)
(cont'd)****Types of evidence**

Evidence must include:

- observation of teaching practice
- scheme of work
- teaching and learning plans
- resources that actively promote equality and value diversity and meet the identified needs of specific learners

Evidence could include:

- assignment
- report
- research project
- individual presentation
- case studies
- self-reflective account and action plan
- work products such as:
 - sample assessment materials
 - feedback forms
 - inclusive resources
 - lesson rationale
 - learner individual learning plan
 - action plan
 - learner progression trackers
 - tutorial records
 - sample resources

Unit 03 Theories, principles and models in education and training (A/505/0818)

Unit summary	The purpose of this unit is to provide the learner with knowledge and understanding of theories, principles and models applied to education and training. It includes application of theories, principles and models of learning, communication and assessment in education and training, the application of theories and models of curriculum development within own area of specialism, and the application of theories and models of reflection and evaluation to the evaluation of own practice.
Credit value	20
Guided learning hours	60
Level	5
Mandatory/optional	Mandatory

Learning outcome 1**The learner will:**

- 1 Understand the application of theories, principles and models of learning in education and training

The learner can:

- 1.1 Analyse **theories, principles and models of learning**
- 1.2 Explain ways in which theories, principles and models of learning can be applied to teaching, learning and assessment
- 1.3 Analyse **models of learning preferences**
- 1.4 Explain how identifying and taking account of learners' individual **learning preferences** enables inclusive teaching, learning and assessment

Learning outcome 2**The learner will:**

- 2 Understand the application of theories, principles and models of communication in education and training

The learner can:

- 2.1 Analyse **theories, principles and models of communication**
- 2.2 Explain ways in which theories, principles and **models of communication** can be applied to teaching, learning and assessment

Unit 03 Theories, principles and models in education and training (A/505/0818) (cont'd)**Learning outcome 3****The learner will:**

- 3** Understand the application of theories, principles and models of assessment in education and training

The learner can:

- 3.1** Analyse **theories, principles and models of assessment**
3.2 Explain ways in which theories, principles and models of assessment can be applied in **assessing learning**

Learning outcome 4**The learner will:**

- 4** Understand the application of theories and models of curriculum development within own area of specialism

The learner can:

- 4.1** Analyse **theories and models of curriculum development**
4.2 Explain ways in which theories and models of curriculum development can be applied in developing curricula in own area of **specialism**

Learning outcome 5**The learner will:**

- 5** Understand the application of theories and models of reflection and evaluation to reviewing own practice

The learner can:

- 5.1** Analyse **theories and models of reflection and evaluation**
5.2 Explain ways in which theories and models of reflection and evaluation can be applied to reviewing own practice

Unit 03 Theories, principles and models in education and training (A/505/0818) (cont'd)**Assessment guidance****Delivery and assessment**

This unit is a prerequisite for the unit developing teaching, learning and assessment (level 5).

A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured.

1.1 and 1.2 theories, principles and models of learning could include but are not limited to:

- learning theory such as:
 - andragogy
 - behaviourism (Skinner, Pavlov)
 - learner-based models (Dewey/Rogers)
 - psychological constructivism (Piaget)
 - social constructivism (Bruner)
 - scaffolding learning (Bruner/Vygotsky)
 - mastery learning (Bloom)
 - skills development (Gagne)
 - situated learning approaches (Lave and Wenger)
 - formal v non-formal learning (Eraut)
 - experiential learning (Kolb)
 - multiple intelligences (Gardner)
 - humanist approaches (Maslow, Rogers)
 - motivation theory (Herzberg, McGregor)
 - social learning theory (Bandura)
 - competency based models
- tech-based approaches to teaching and learning:
 - connectivism (Siemens)
 - substitution, augmentation, modification, and redefinition (SAMR) model (Puentedura)
 - technological, pedagogical, and content knowledge (TPACK) (Mishra and Koehler)

1.3 models of learning preferences could include but are not limited to:

- Honey and Mumford
- Kolb
- Visual, auditory, reading/writing and kinesthetic (VARK)
- Gardener's multiple intelligences
- Coffield et al, critique of learning styles

1.4 learning preferences could include:

- the use of technology, where appropriate, in face-to-face and online/remote/blended sessions

Unit 03 Theories, principles and models in education and training (A/505/0818) (cont'd)**Delivery and assessment (cont'd)**

2.1 theories, principles and models of communication could include but are not limited to:

- stages of development (Piaget)
- transactional analysis (Berne)
- Johari Window model
- Shannon and Weaver model
- SMOG readability measurement
- distance/remote learning communication channels

2.2 models of communication need to be applied in both face-to-face and online settings.

3.1 theories, principles and models of assessment could include but are not limited to:

- stages of assessment – screening, initial, diagnostic, formative, summative
- forms of assessment – peer, self, criterion referenced, normative referenced
- assessment of learning, assessment as learning and assessment of learning (Black and Wiliam)
- methods of assessment
- formal and informal assessment
- valid, authentic, reliable, current, sufficient (VARCS)
- e-assessment and e-portfolios
- medal and mission (Petty)
- 2-way feedback/360-degree feedback
- holisitic assessment

3.2 assessing learning

Learner responses should make reference to theories associated with assessing learning in face-to-face and online environments

Examples could include:

- teacher-developed online assessments (for example, Morgan and O'Reilly)
- engagement theory (for example, Kearsley and Shneiderman)
- schema theory (for example, Ausubel)
- assessment design
- surface and deep learning (for example, Ramsden)
- digital literacy
- computer-based assessment
- collaborative learning
- formative and summative assessment methods

Unit 03 Theories, principles and models in education and training (A/505/0818) (cont'd)**Delivery and assessment (cont'd)**

4.1 theories and models of curriculum development could include but are not limited to:

- theories and principles:
 - humanist, behaviourist, cognitive
 - mastery (for example, Bloom)
 - curriculum models (for example, subject based process model, objectives-based model, expressive model, problem-centred model)
 - employability
 - subject, learner or problem-centred
- models
 - national and local economic policy
 - national curriculum
 - 14 to 19 curriculum
 - apprenticeships
 - T Levels
 - sector skills councils
 - modular, unit-based, end-loaded, holistic assessment opportunities
 - distance learning
 - blended learning

4.2 specialism

Learner responses should explain how theories and models of curriculum development have been applied when developing curricula in their own area of specialism. This could include reference to:

- specialist curricula:
 - T Levels
 - apprenticeships
 - functional skills
 - adherence to awarding organisation requirements
 - development of wider skills (for example, English, maths, digital, employability)
 - Ofsted, Education Inspection Framework – intent, implementation and impact

5.1 theories and models of reflection and evaluation could include but are not limited to:

- reflective cycle (Gibbs)
- learning/reflective cycle (Kolb)
- reflection in action and reflection on action (Schwon)
- reflective thought (Dewey)
- plan, do, review (Greenaway)

Unit 03 Theories, principles and models in education and training (A/505/0818) (cont'd)**Types of evidence**

Evidence could include:

- research report
- literature review
- assignment
- project

Unit 04 Wider professional practice and development in education and training (J/505/0837)

Unit summary	The purpose of this unit is to provide learners with knowledge, understanding and skills relating to wider professional practice in education and training. It includes understanding professionalism and professional values in education and training, the policy context of education and training, the impact of being accountable to stakeholders and external bodies, and the organisational context of education and training. It also includes understanding and contributing to the quality improvement and quality assurance arrangements of an organisation.
Credit value	15
Guided learning hours	50
Level	5
Mandatory/optional	Mandatory

Learning outcome 1**The learner will:**

- 1 Understand professionalism and the influence of professional values in education and training

The learner can:

- 1.1 Define the concepts of professionalism and dual professionalism in education and training
- 1.2 Explain ways in which professional values influence own practice in own area of specialism

Learning outcome 2**The learner will:**

- 2 Understand the policy context of education and training

The learner can:

- 2.1 Explain ways in which **social, political and economic factors** influence education policy
- 2.2 Analyse the impact of **current educational policies on curriculum** and practice in own area of specialism

Learning outcome 3**The learner will:**

- 3 Understand the impact of accountability to stakeholders and external bodies on education and training

The learner can:

- 3.1 Explain the roles of **stakeholders and external bodies** in education and training
- 3.2 Explain how being accountable to stakeholders and external bodies impacts on organisations in education and training

**Unit 04 Wider professional practice and development in education and training (J/505/0837)
(cont'd)**

- 3.3 Explain why it is important to work in partnership with employers and other stakeholders in education and training
- 3.4 Analyse the impact of being accountable to stakeholders and external bodies on curriculum design, delivery and assessment in own area of specialism

Learning outcome 4**The learner will:**

- 4 Understand the organisational context of education and training

The learner can:

- 4.1 Explain key aspects of **policies**, codes of practice and guidelines of an organisation
- 4.2 Analyse the impact of **organisational requirements** and expectations on curriculum and practice in own area of specialism

Learning outcome 5**The learner will:**

- 5 Be able to contribute to the quality improvement and quality assurance arrangements of an organisation

The learner can:

- 5.1 Analyse the **quality improvement** and **quality assurance** arrangements of an organisation
- 5.2 Explain the function of self-assessment and self-evaluation in the quality cycle
- 5.3 **Evaluate** a learning programme taking account of the quality arrangements of an organisation
- 5.4 Identify areas for improvement in a learning programme taking account of the outcomes of evaluation

Unit 04 Wider professional practice and development in education and training (J/505/0837) (cont'd)

Assessment guidance

Delivery and assessment

A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured.

2.1 social, political and economic factors

Social factors could include but are not limited to:

- widening participation
- engaging not in education, employment or training (NEET) learners
- local initiatives
- community demographic and needs

Political factors could include but are not limited to:

- government legislation
- current educational policies and initiatives
- community regeneration
- influence of national events on educational policy
- devolution

Economic factors could include but are not limited to:

- local enterprise partnership (LEP)
- economic growth and regeneration projects
- identification of local, regional and national skills gaps
- strategic partnerships with business
- employment opportunities
- changing workforce demographics

2.2 current educational policies on curriculum

Impact of current educational policies on curriculum could include but are not limited to:

- safeguarding and Prevent
- functional skills
- digital skills
- apprenticeship reform
- changes to the further education inspection framework
- promotion of employability and wider skills
- FE white paper

Unit 04 Wider professional practice and development in education and training (J/505/0837) (cont'd)

Delivery and assessment (cont'd)

3.1 stakeholders and external bodies could include but are not limited to:

- workplace mentors and/or managers
- senior management
- awarding organisations
- employers
- parents/carers
- higher education institutes
- training providers
- local authority
- external inspection (for example Ofsted, funding agencies)

4.1 policies could include but are not limited to:

- safeguarding and Prevent
- Data Protection Act (especially with the need to be able to communicate virtually)
- teaching, learning and assessment
- CPD
- additional learning support provision
- e-safety, acceptable use of IT
- assessment
- malpractice and maladministration
- health and safety

4.2 organisational requirements could include but are not limited to:

- safeguarding and Prevent
- Data Protection Act (especially with the need to be able to communicate virtually)

5.1 quality improvement arrangements could include:

- self-assessment report (SAR)
- quality improvement plan (QIP)
- learner feedback from induction, mid-point and exit questionnaires
- support from teaching and learning coach/advanced practitioner
- organisational approach to formal teaching observations
- CPD opportunities

**Unit 04 Wider professional practice and development in education and training (J/505/0837)
(cont'd)****Delivery and assessment (cont'd)**

5.1 quality assurance arrangements could include:

- quality assurance strategy and sampling plans
- standardisation meetings to ensure consistency across delivery and assessment
- online course files
- external quality assurance

5.3 evaluate

Evaluation methods could include:

- formal and informal learner feedback
- learner forum feedback
- value added rates
- analyse 3 year data trends for achievement and retention
- interview early leavers to review information, advice and guidance
- mid-point, on programme learner questionnaires
- staff feedback including delivery, assessment and quality assurance team

Types of evidence

Evidence could include:

- research project
- assignment
- report
- individual or small group presentation
- professional discussion
- personal reflective diary
- programme/qualification self-assessment report/self-evaluation
- programme/qualification quality improvement plan
- written answers

Unit 05 Action learning to support development of subject specific pedagogy (M/503/5376)

Unit summary	This unit aims to enable the learner to investigate an area of interest related to the teaching of their own subject specialist area. It includes selecting and justifying a relevant area of interest, using appropriate research methodology, reviewing current relevant literature and evaluating other subject specialists. It also involves engaging with peers, evaluating strengths and areas for development in own practice, and presenting findings clearly and objectively.
Credit value	15
Guided learning hours	50
Level	5
Mandatory/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand how to identify an area of interest related to practice in own subject specific area

The learner can:

- 1.1 Justify own selection of an area of interest for investigation
- 1.2 Evaluate ways in which enhanced knowledge from investigation of an area of interest could improve subject specific pedagogy

Learning outcome 2**The learner will:**

- 2 Be able to investigate current good practice in own subject specific area

The learner can:

- 2.1 Justify own selection of sources for investigation
- 2.2 Critically review current literature relating to practice in own subject specific area
- 2.3 Evaluate the practice of other subject specialists in own subject specific area

Learning outcome 3**The learner will:**

- 3 Be able to work with others to improve own skills in reflective practice

The learner can:

- 3.1 Engage in professional debate within an action learning set
- 3.2 Engage in reflection on practice with peers

**Unit 05 Action learning to support development of subject specific pedagogy (M/503/5376)
(cont'd)**

Learning outcome 4

The learner will:

- 4 Be able to evaluate own practice in a subject specific area

The learner can:

- 4.1 Identify own strengths and areas for improvement in relation to a selected area of interest
- 4.2 Evaluate the potential impact on own practice of new learning from investigation of an area of interest

Learning outcome 5

The learner will:

- 5 Be able to apply learning from investigation of an area of interest to own practice in a subject specific area

The learner can:

- 5.1 Justify selected areas for development based on findings from investigation of an area of interest
- 5.2 Evaluate the benefits of changes made to own practice

Learning outcome 6

The learner will:

- 6 Be able to present findings from investigation of an area of interest in own subject specific area

The learner can:

- 6.1 Report own findings from investigation of an area of practice
- 6.2 Justify own conclusions drawn from investigation of an area of practice
- 6.3 Justify own recommendations for improving practice within subject specific pedagogy

**Unit 05 Action learning to support development of subject specific pedagogy (M/503/5376)
(cont'd)****Assessment guidance**

Delivery and assessment
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured.
Types of evidence
Evidence could include: <ul style="list-style-type: none">• action research project• professional presentation• report• written assignment• investigation rationale (oral or written)• literature review• peer teaching review• professional discussion• published personal blog or contribution to education blog• SWOT analysis

Unit 06 Action research (T/503/5380)

Unit summary	This unit aims to enable learners to carry out action research in an area of professional practice. It includes understanding the nature and purpose of action research, conducting action research and presenting the outcomes. It also involves evaluating own practice in relation to action research.
Credit value	15
Guided learning hours	50
Level	5
Mandatory/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand the purpose and nature of action research

The learner can:

- 1.1 Explain the purpose of action research
- 1.2 Analyse key features of the action research process
- 1.3 Analyse the implications of a model of action research

Learning outcome 2**The learner will:**

- 2 Be able to initiate action research

The learner can:

- 2.1 Justify own choice of an area of practice for action research
- 2.2 Plan a clear intervention strategy
- 2.3 Justify the choice and timescales of an intervention strategy
- 2.4 Explain how ethical and political considerations and issues of confidentiality will be observed in practice
- 2.5 Implement a clear intervention strategy

Learning outcome 3**The learner will:**

- 3 Understand ways of carrying out action research

The learner can:

- 3.1 Evaluate methods for action research
- 3.2 Evaluate methods of collecting qualitative and quantitative data
- 3.3 Review ways in which collected data may be analysed

Unit 06 Action research (T/503/5380) (cont'd)**Learning outcome 4****The learner will:**

- 4 Be able to carry out action research

The learner can:

- 4.1 Draw on selected literature relating to an area of practice for action research
- 4.2 Justify own choice of methods selected for action research
- 4.3 Collect data relating to an area of practice for action research
- 4.4 Analyse data collected from action research
- 4.5 Present data collected from action research
- 4.6 Draw conclusions based on findings from action research

Learning outcome 5**The learner will:**

- 5 Be able to present the outcomes of action research

The learner can:

- 5.1 Report own findings and conclusions from action research
- 5.2 Justify own recommendations for action to be taken based on conclusions from action research

Learning outcome 6**The learner will:**

- 6 Be able to evaluate own practice in relation to action research

The learner can:

- 6.1 Analyse the effectiveness of own practice in relation to action research
- 6.2 Identify own strengths and areas for improvement in relation to action research
- 6.3 Plan opportunities to improve own skills in action research

Unit 06 Action research (T/503/5380) (cont'd)**Assessment guidance**

Delivery and assessment
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured.
Types of evidence
Evidence could include: <ul style="list-style-type: none">• action research project• assignment• literature review• personal reflective diary• written or oral questioning• individual presentation

Unit 07 Delivering employability skills (M/505/1089)

Unit summary	This unit aims to enable learners to deliver employability skills sessions. It includes consideration of the differences between employability and employment skills; the personal qualities, skills and techniques needed for the delivery of employability skills; and how the learning environment and personal presentation influence the success of the delivery of employability skills. It also includes delivering employability skills and using techniques and practices that reflect the workplace.
Credit value	6
Guided learning hours	20
Level	4
Mandatory/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand the differences between employability skills and employment skills

The learner can:

- 1.1 Explain differences between employability skills and employment skills
- 1.2 Explain the benefits to learners of having employability skills

Learning outcome 2**The learner will:**

- 2 Understand the influence of personal qualities and skills on the delivery of employability skills

The learner can:

- 2.1 Analyse personal qualities and skills required for the delivery of employability skills
- 2.2 Analyse the influence of personal presentation on the success of the delivery of employability skills

Learning outcome 3**The learner will:**

- 3 Be able to use techniques, strategies and practices that reflect the workplace in the delivery of employability skills

The learner can:

- 3.1 Review techniques for the delivery of employability skills
- 3.2 Review strategies used to transform training areas to reflect a realistic working environment
- 3.3 Plan employability skills sessions that:
 - meet the needs of learners
 - reflect a realistic working environment
- 3.4 Use selected techniques and strategies to deliver employability skills sessions
- 3.5 Demonstrate ways to negotiate behavioural parameters when using workplace practices with learners

Unit 07 Delivering employability skills (M/505/1089) (cont'd)**Learning outcome 4****The learner will:**

- 4 Be able to evaluate own delivery of employability skills

The learner can:

- 4.1 Evaluate the effectiveness of techniques, strategies and practices used for the delivery of employability skills
- 4.2 Identify own strengths and areas for improvement for the delivery of employability skills

Assessment guidance

Delivery and assessment
<p>The learning outcomes must be assessed in a teaching and learning environment.</p> <p>Simulation is not permitted.</p> <p>There is a requirement to observe and assess practice in this unit.</p> <p>See practice requirements in section 1 for further guidance on practice and observation hours required for the qualification.</p>
Types of evidence
<p>Evidence must include:</p> <ul style="list-style-type: none"> • teaching observation <p>Evidence could include:</p> <ul style="list-style-type: none"> • written questions • assignments • project • report • self-reflective account • work products such as: <ul style="list-style-type: none"> ○ lesson plans ○ scheme of learning ○ teaching resources • observation of teaching practice • individual presentation

Unit 08 Develop and prepare resources for learning and development (A/502/9547)

Unit summary	This unit aims to assess competence in developing and preparing resources to support learning and development.
Credit value	6
Guided learning hours	25
Level	4
Mandatory/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand principles underpinning development and preparation of resources for learning and development

The learner can:

- 1.1 Explain principles underpinning resource selection for learning and development
- 1.2 Analyse factors that are important when developing and preparing resources that conform to national legislation and organisational policies
- 1.3 Evaluate the contribution of technology to the development of learning and development resources

Learning outcome 2**The learner will:**

- 2 Be able to develop resources to meet learning and development needs

The learner can:

- 2.1 Agree needs of learners for whom resources are being developed
- 2.2 Prepare resources for the delivery of learning and development ensuring legislative and organisational health, safety, welfare, equality and inclusion requirements are met
- 2.3 Plan adaptations to and use of technology within resources to meet learning and development needs
- 2.4 Prepare guidance to assist those using learning and development resources
- 2.5 Evaluate the suitability of resources for learning and development

Unit 08 Develop and prepare resources for learning and development (A/502/9547) (cont'd)**Assessment guidance****Delivery and assessment**

This unit assesses occupational competence. Evidence for learning outcome 2 must come from performance in the work environment. Simulations, projects or assignments are not allowed.

For the knowledge and understanding aspects of this unit, a range of assessment evidence can be used as long as the assessment criteria are covered and the evidence generated can be internally and externally quality assured.

See practice requirements in section 1 for further guidance on the practice and observation hours required for the qualification.

Types of evidence

Evidence must include:

- observation of teaching and assessment practice

Evidence could include:

- sample of resources to meet the identified needs of specific learners
- assignment
- learner report
- individual presentation
- project
- observation of teaching practice
- case studies

Unit 09 Develop learning and development programmes (M/502/9545)

Unit summary	This unit aims to assess a learning and development practitioner's competence in developing learning and development programmes. It does not include the detailed preparation or implementation of the programme.
Credit value	6
Guided learning hours	30
Level	4
Mandatory/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand the principles underpinning the development of learning and development programmes

The learner can:

- 1.1 Explain the objectives of learning and development programmes
- 1.2 Evaluate the factors of learning and development that impact on:
 - development
 - delivery
 - assessment and accreditation
- 1.3 Explain the importance of learner involvement when developing learning and development programmes
- 1.4 Evaluate the risks that need to be managed when developing learning and development programmes
- 1.5 Compare methodologies to monitor and evaluate learning and development programmes

Learning outcome 2**The learner will:**

- 2 Be able to develop learning and development programmes

The learner can:

- 2.1 Identify the learning outcomes required for learning and development programmes
- 2.2 Develop a plan for a learning and development programme
- 2.3 Plan the assessment approaches to meet the learning outcomes of learning and development programmes
- 2.4 Produce resources for learning and development programmes

Unit 09 Develop learning and development programmes (M/502/9545) (cont'd)**Learning outcome 3****The learner will:**

- 3** Be able to review learning and development programmes

The learner can:

- 3.1** Evaluate the learning outcomes of a learning and development programme
3.2 Evaluate the delivery and assessment of a learning and development programme
3.3 Identify areas for improvement for learning and development programmes

Assessment guidance**Delivery and assessment**

This unit assesses occupational competence. Evidence for learning outcome 2 must come from performance in the work environment. Simulation, projects or assignments are not allowed for this learning outcome.

For the knowledge and understanding aspects of this unit, a range of assessment evidence can be used as long as the assessment criteria are covered and the evidence generated can be internally and externally quality assured.

See practice requirements in section 1 for further guidance on practice and observation hours required for the qualification.

Types of evidence

Evidence must include:

- work products such as:
 - scheme of learning
 - lesson planning
 - resources
- teaching observation

Evidence for knowledge and understanding aspects could include:

- assignment
- report
- research project
- individual presentation
- case studies
- self-reflective account and action plan
- professional discussion
- written answers

Unit 10 Developing, using and organising resources in a specialist area (H/505/1090)

Unit summary	This unit aims to enable learners to develop, use, and organise resources within a specialist subject, vocational or other area. It includes the purpose, development and use of resources, how to organise them and enable access to others. It also includes understanding legal requirements and responsibilities relating to resources and evaluating own practice in their development and use.
Credit value	15
Guided learning hours	50
Level	5
Mandatory/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand the purpose and use of resources in own specialist area

The learner can:

- 1.1 Explain the purpose of resources in teaching and learning
- 1.2 Evaluate the effectiveness of specific resources from own specialist area in meeting individual learning needs

Learning outcome 2**The learner will:**

- 2 Be able to develop and use inclusive resources in own specialist area

The learner can:

- 2.1 Analyse principles of resource design
- 2.2 Evaluate sources that inform resource development in own specialist area
- 2.3 Analyse how theories, principles and models of inclusive curriculum design can be used to inform resource development in own specialist area
- 2.4 Analyse ways in which resources can be adapted to enable an inclusive approach in own specialist area
- 2.5 Design resources, including those that involve new and emerging technologies, to engage and meet the individual needs of learners in own specialist area
- 2.6 Employ resources to engage and meet the individual needs of learners in own specialist area

Unit 10 Developing, using and organising resources in a specialist area (H/505/1090) (cont'd)**Learning outcome 3****The learner will:**

- 3 Understand how to organise and enable access to resources

The learner can:

- 3.1 Explain ways in which resources can be classified and stored
3.2 Review ways of sharing resources with other learning professionals

Learning outcome 4**The learner will:**

- 4 Understand legal requirements and responsibilities relating to the development and use of resources

The learner can:

- 4.1 Review legal requirements and responsibilities relating to the development and use of resources
4.2 Analyse the implications of intellectual property rights and copyright for the development and use of resources

Learning outcome 5**The learner will:**

- 5 Be able to evaluate own practice in relation to development and use of resources in own specialist area

The learner can:

- 5.1 Evaluate the effectiveness of own design and use of resources to engage and meet the individual needs of learners in own specialist area
5.2 Identify own strengths and areas for improvement in relation to development and use of resources in own specialist area
5.3 Plan opportunities to improve own skills in development and use of resources in own specialist area

Unit 10 Developing, using and organising resources in a specialist area (H/505/1090) (cont'd)**Assessment guidance**

Delivery and assessment
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured.
Types of evidence
Evidence must include: <ul style="list-style-type: none">• work products such as sample of resources• observation of teaching and assessment practice Evidence could include: <ul style="list-style-type: none">• teaching observation (tutor or mentor)• assignment• report• research project• individual presentation

Unit 11 Effective partnership working in the learning and teaching context (Y/503/5310)

Unit summary	This unit aims to enable learners to understand effective partnership working in the learning and teaching context. It includes understanding the purpose and nature of partnership working and the purpose, aims, objectives, structure and management of a specific partnership. It also involves communicating effectively within a partnership and understanding the wider context within which a partnership operates.
Credit value	15
Guided learning hours	50
Level	4
Mandatory/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand the purpose and nature of partnership working

The learner can:

- 1.1 Explain reasons for partnership working
- 1.2 Review opportunities and challenges of working within a partnership
- 1.3 Review models of partnerships
- 1.4 Explain ways of sustaining partnerships and their outputs
- 1.5 Explain the need for ground rules and terms of reference in partnership working
- 1.6 Justify the need for realistic timescales and deadlines in effective partnership working

Learning outcome 2**The learner will:**

- 2 Understand the purpose, aims and objectives of a partnership

The learner can:

- 2.1 Explain the purpose of a specific partnership
- 2.2 Identify the aims and objectives of a specific partnership

Learning outcome 3**The learner will:**

- 3 Understand the structure and management of a partnership

The learner can:

- 3.1 Review individual roles and responsibilities within a specific partnership
- 3.2 Summarise the potential contribution of stakeholders to a specific partnership
- 3.3 Identify boundaries of individual roles and ownership issues within a specific partnership
- 3.4 Review resource implications for a specific partnership and its individual members
- 3.5 Review how a specific partnership is managed, identifying potential management issues

Unit 11 Effective partnership working in the learning and teaching context (Y/503/5310) (cont'd)**Learning outcome 4****The learner will:**

- 4 Understand how to measure and report on a partnership's outputs

The learner can:

- 4.1 Summarise performance indicators used to measure the effectiveness of a specific partnership
 4.2 Review the effectiveness of a specific partnership's outputs drawing on valid and reliable data
 4.3 Summarise methods of presenting partnership outputs to interested parties

Learning outcome 5**The learner will:**

- 5 Understand how to communicate effectively within a partnership

The learner can:

- 5.1 Summarise methods for effective communication between partners
 5.2 Review the communication strategy of a specific partnership
 5.3 Review own communication methods and skills as a partnership member

Learning outcome 6**The learner will:**

- 6 Understand the wider context within which a partnership operates

The learner can:

- 6.1 Explain the potential impact of other stakeholders and agencies relating to a specific partnership
 6.2 Summarise the impact of key government policies and initiatives on a specific partnership
 6.3 Review ways for a partnership to establish and maintain communities of practice

Assessment guidance

Delivery and assessment
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured.
Types of evidence
Evidence could include: <ul style="list-style-type: none"> • research project • assignment • report • professional discussion

Unit 12 Engage with employers to facilitate workforce development (D/502/9556)

Unit summary	This unit aims to assess a practitioner's competence in designing and delivering learning and development solutions to businesses.
Credit value	6
Guided learning hours	30
Level	4
Mandatory/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand the opportunities available for workforce development

The learner can:

- 1.1 Analyse national approaches related to the skilling and productivity of the workforce in line with current legislation and socio-economic requirements
- 1.2 Explain what constitutes workforce development in a business context
- 1.3 Explain the funding opportunities available for workforce development

Learning outcome 2**The learner will:**

- 2 Understand how to engage with employers to promote workforce development

The learner can:

- 2.1 Analyse information about individual employers and employment sectors, locally and nationally
- 2.2 Explain how to gauge employers' level of interest in workforce development opportunities
- 2.3 Evaluate methods of approaching and engaging with employers to motivate them to engage in workforce development

Learning outcome 3**The learner will:**

- 3 Understand how to design learning and development opportunities in the workplace

The learner can:

- 3.1 Analyse what motivates employees to undertake learning and development in the workplace
- 3.2 Explain the key factors to be considered when designing learning and development solutions for employers and employees
- 3.3 Critically compare learning and development programmes that already exist with newly-developed opportunities

Unit 12 Engage with employers to facilitate workforce development (D/502/9556) (cont'd)**Learning outcome 4****The learner will:**

- 4 Understand how to facilitate learning and development opportunities in the workplace

The learner can:

- 4.1 Identify the sources of support and resources that are available from stakeholders
4.2 Explain how employees might overcome obstacles when engaging with learning and development
4.3 Explain how to select, support and monitor staff delivering learning and development solutions
4.4 Evaluate the impact of workforce development opportunities on:
- employees
 - businesses

Learning outcome 5**The learner will:**

- 5 Be able to engage with employers on workforce development issues

The learner can:

- 5.1 Research information about the business needs of employers in relation to productivity and performance
5.2 Report to employers employee development needs in a professional manner

Learning outcome 6**The learner will:**

- 6 Be able to work with employers to facilitate workforce development solutions

The learner can:

- 6.1 Prepare information and advice for the employer on solutions relevant to their business
6.2 Review employer workforce development needs using methods relevant to the nature of the business and its employees
6.3 Propose solutions that recognise the needs of the workforce
6.4 Implement processes to develop and support the workforce within a business partnership with the employer
6.5 Provide ongoing evaluation of workforce development for the purposes of quality improvement
6.6 Work with the employer to measure the impact of workforce development on their business

Unit 12 Engage with employers to facilitate workforce development (D/502/9556) (cont'd)**Assessment guidance****Delivery and assessment**

This unit assesses occupational competence. Evidence for learning outcomes 5 and 6 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

For the knowledge and understanding aspects of this unit, a range of assessment evidence can be used as long as the assessment criteria are covered and the evidence generated can be internally and externally quality assured.

See practice requirements in section 1 for further guidance on practice and observation hours required for the qualification.

Types of evidence

Evidence must include:

- teaching observation

Evidence for the knowledge and understanding aspects of the unit could include:

- report
- assignment
- case study
- essay
- witness testimony
- individual presentation
- work products such as:
 - organisation employer engagement documents
 - apprenticeship agreements
 - apprenticeship/work placement reviews
 - employer work placement agreements
 - training needs analysis
 - organisational business development policies and procedures

Unit 13 Equality and diversity (Y/503/5789)

Unit summary	This unit aims to enable learners to understand how to promote equality and value diversity. Learners will also understand how to work with others to do this and review the contribution of their own practice.
Credit value	6
Guided learning hours	25
Level	4
Mandatory/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand the key features of a culture that promotes equality and values diversity

The learner can:

- 1.1 Define the meanings of equality and diversity in the UK context
- 1.2 Analyse the benefits of promoting equality and diversity for individual learners
- 1.3 Define legislation, employment regulations and codes of practice relevant to the promotion of equality and valuing of diversity

Learning outcome 2**The learner will:**

- 2 Understand the importance of promoting equality and valuing diversity in lifelong learning

The learner can:

- 2.1 Reflect on how the promotion of equality and diversity can protect learners from risk of harm
- 2.2 Explain actions that can be taken to value individual learners
- 2.3 Explain good practice in providing individual learners with information

Learning outcome 3**The learner will:**

- 3 Be able to promote equality and value diversity

The learner can:

- 3.1 Use communication strategies to promote equality and diversity
- 3.2 Analyse how own behaviour can impact on an organisation's culture in relation to equality and diversity
- 3.3 Explain how working with other agencies can promote diversity

Unit 13 Equality and diversity (Y/503/5789) (cont'd)**Learning outcome 4****The learner will:**

- 4 Understand how to help others in the promotion of equality and valuing of diversity

The learner can:

- 4.1 Describe actions by individuals that can undermine equality and diversity
4.2 Recommend modifications to systems and structures that do not promote equality and diversity

Learning outcome 5**The learner will:**

- 5 Be able to review own contribution to promoting equality and valuing diversity in lifelong learning

The learner can:

- 5.1 Reflect on own strengths in promoting equality and valuing diversity
5.2 Evaluate the impact of own practice in promoting equality and valuing diversity
5.3 Identify areas for further personal development in promoting equality and valuing diversity

Assessment guidance**Delivery and assessment**

A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured.

Types of evidence

Evidence could include:

- teaching observation
- self-reflective account and action plan
- work products such as:
 - feedback forms
 - inclusive resources
 - lesson rationale
 - learner individual learning plan
 - action plan
 - learner progression trackers
 - tutorial records
 - sample resources
- report
- essay
- assignment
- research project

Unit 14 Evaluating learning programmes (K/505/1091)

Unit summary	This unit aims to enable learners to understand the principles of evaluating learning programmes and use evaluation methods and data to understand how these can be used to improve learning programmes.
Credit value	3
Guided learning hours	15
Level	4
Mandatory/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand the principles and methods of evaluating learning programmes

The learner can:

- 1.1 Analyse the principles of evaluating learning
- 1.2 Explain how principles of evaluating learning can be applied to the evaluation of learning programmes
- 1.3 Analyse methods used for evaluating the effectiveness of learning programmes
- 1.4 Analyse methods of data collection and analysis used to evaluate learning programmes

Learning outcome 2**The learner will:**

- 2 Be able to plan the evaluation of a learning programme

The learner can:

- 2.1 Develop a framework for the evaluation of a learning programme
- 2.2 Devise objectives in order to achieve evaluation aims
- 2.3 Select methods for evaluating the effectiveness of a learning programme
- 2.4 Select methods for collecting data to evaluate the effectiveness of a learning programme

Learning outcome 3**The learner will:**

- 3 Be able to evaluate the effectiveness of a learning programme

The learner can:

- 3.1 Apply selected methods to evaluate the effectiveness of a learning programme
- 3.2 Apply selected methods to collect data to evaluate the effectiveness of a learning programme
- 3.3 Analyse data collected to evaluate the effectiveness of a learning programme
- 3.4 Apply relevant guidelines and legislation relevant to data collection and analysis
- 3.5 Present analysis of evaluation results
- 3.6 Explain how analysis of evaluation results can be used to improve the effectiveness of a learning programme

Unit 14 Evaluating learning programmes (K/505/1091) (cont'd)**Assessment guidance**

Delivery and assessment
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured.
Types of evidence
Evidence could include: <ul style="list-style-type: none">• personal reflective diary• programme/qualification self-assessment report/self-evaluation• programme/qualification quality improvement plan• report• assignment• action research project

Unit 15 Identify the learning needs of organisations (H/502/9543)

Unit summary	This unit aims to assess a learning and development practitioner's competence in carrying out a learning or training needs analysis for an organisation.
Credit value	6
Guided learning hours	30
Level	4
Mandatory/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand the principles and practices of learning needs analysis for organisations

The learner can:

- 1.1 Explain the principles and practice of learning needs analysis for organisations
- 1.2 Analyse the factors that can influence the identification of organisational learning needs
- 1.3 Explain why it is important to gain the support and commitment of relevant people
- 1.4 Review the methodologies required for a learning needs analysis

Learning outcome 2**The learner will:**

- 2 Be able to conduct learning needs analysis for the organisation

The learner can:

- 2.1 Confirm the purpose and aims of learning needs analysis with relevant people
- 2.2 Select the organisational learning needs analysis methodology
- 2.3 Apply the organisational learning needs analysis methodology
- 2.4 Analyse the learning needs of the organisation
- 2.5 Review methods of communicating findings from learning needs analysis to relevant people in organisations

Learning outcome 3**The learner will:**

- 3 Be able to agree organisational learning and development plans with relevant people

The learner can:

- 3.1 Present recommendations for learning and development to relevant people
- 3.2 Review and revise priorities with relevant people

Unit 15 Identify the learning needs of organisations (H/502/9543) (cont'd)**Assessment guidance****Delivery and assessment**

This unit assesses occupational competence. Evidence for learning outcomes 2 and 3 must come from performance in the work environment.

Simulations, projects or assignments are not allowed for these learning outcomes.

For the knowledge and understanding aspects of this unit, a range of assessment evidence can be used as long as the assessment criteria are covered and the evidence generated can be internally and externally quality assured.

See practice requirements in section 1 for further guidance on practice and observation hours required for the qualification.

'Organisation' in this context is taken to mean any group or team learning together as well as a whole organisation.

Types of evidence

Evidence must include:

- teaching observation

Evidence for the knowledge and understanding aspects of this unit could include:

- work products such as training needs analysis
- report
- project
- written assignment
- witness testimony
- professional discussion

Unit 16 Inclusive practice (L/503/5384)

Unit summary	This unit aims to develop learners' understanding of inclusive practice. It includes factors influencing learning, and legislation relating to inclusive practice. It also includes roles and responsibilities relating to inclusive practice, how to create and maintain an inclusive learning environment and evaluating own inclusive practice.
Credit value	15
Guided learning hours	50
Level	4
Mandatory/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand factors which influence learning

The learner can:

- 1.1 Review the impact of personal, social and cultural factors on learning
- 1.2 Review the impact of different cognitive, physical, and sensory abilities on learning

Learning outcome 2**The learner will:**

- 2 Understand the impact of policy and regulatory frameworks on inclusive practice

The learner can:

- 2.1 Summarise policy and regulatory frameworks relating to inclusive practice
- 2.2 Explain how policy and regulatory frameworks influence organisational policies relating to inclusive practice
- 2.3 Explain how policy and regulatory frameworks influence own inclusive practice

Learning outcome 3**The learner will:**

- 3 Understand roles and responsibilities relating to inclusive practice

The learner can:

- 3.1 Summarise own role and responsibilities relating to inclusive practice
- 3.2 Explain the relationship between own role and the roles of other professionals involved in inclusive practice
- 3.3 Identify points of referral available to meet individual learning needs

Unit 16 Inclusive practice (L/503/5384) (cont'd)

Learning outcome 4

The learner will:

- 4** Understand how to create and maintain an inclusive learning environment

The learner can:

- 4.1** Review key features and benefits of an inclusive learning environment
- 4.2** Analyse ways to promote equality and value diversity
- 4.3** Analyse ways to promote inclusion
- 4.4** Review strategies for effective liaison between professionals involved in inclusive practice

Learning outcome 5

The learner will:

- 5** Understand how to evaluate own inclusive practice

The learner can:

- 5.1** Review the effectiveness of own inclusive practice
- 5.2** Identify own strengths and areas for improvement in relation to inclusive practice
- 5.3** Plan opportunities to improve own skills in inclusive practice

Unit 16 Inclusive practice (L/503/5384) (cont'd)**Assessment guidance**

Delivery and assessment
<p>A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured.</p> <p>This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment</p>
Types of evidence
<p>Evidence must include:</p> <ul style="list-style-type: none"> • observation of teaching practice <p>Evidence could include:</p> <ul style="list-style-type: none"> • literature review • report • written assignment • project • self-reflective account and action plan • work products such as: <ul style="list-style-type: none"> ○ annotated organisational policies and procedures, ○ inclusive resources, ○ lesson rationale, ○ learner individual learning plan, ○ action plan, ○ learner progression trackers, ○ tutorial records, ○ sample resources

Unit 17 Internally assure the quality of assessment (A/601/5321)

Unit summary	This unit aims to assess the performance of a learning and development practitioner with responsibility for the internal quality assurance of assessment.
Credit value	6
Guided learning hours	45
Level	4
Mandatory/optional	Optional

Learning outcome 1**The learner will:**

- 1 Be able to plan the internal quality assurance of assessment

The learner can:

- 1.1 Plan monitoring activities according to the requirements of own role
- 1.2 Make arrangements for internal monitoring activities to assure quality

Learning outcome 2**The learner will:**

- 2 Be able to internally evaluate the quality of assessment

The learner can:

- 2.1 Carry out internal monitoring activities to quality requirements
- 2.2 Evaluate assessor expertise and competence in relation to the requirements of their role
- 2.3 Evaluate the planning and preparation of assessment processes
- 2.4 Determine whether assessment methods are safe, fair, valid and reliable
- 2.5 Determine whether assessment decisions are made using the specified criteria
- 2.6 Compare assessor decisions to ensure they are consistent

Learning outcome 3**The learner will:**

- 3 Be able to internally maintain and improve the quality of assessment

The learner can:

- 3.1 Provide assessors with feedback, advice and support, including professional development opportunities, which help them to maintain and improve the quality of assessment
- 3.2 Apply procedures to standardise assessment practices and outcomes

Unit 17 Internally assure the quality of assessment (A/601/5321) (cont'd)**Learning outcome 4****The learner will:**

- 4 Be able to manage information relevant to the internal quality assurance of assessment

The learner can:

- 4.1 Apply procedures for recording, storing and reporting information relating to internal quality assurance
- 4.2 Follow procedures to maintain confidentiality of internal quality assurance information

Learning outcome 5**The learner will:**

- 5 Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment

The learner can:

- 5.1 Apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare
- 5.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance
- 5.3 Critically reflect on own practice in internally assuring the quality of assessment
- 5.4 Maintain the currency of own expertise and competence in internally assuring the quality of assessment

Unit 17 Internally assure the quality of assessment (A/601/5321) (cont'd)**Assessment guidance****Delivery and assessment**

Evidence for all learning outcomes must come from performance in the work environment. There must be evidence of the IQA trainee monitoring a minimum of 2 assessors, each with a minimum of 2 trainees of their own, through components of a qualification.

All learning outcomes in this unit must be assessed using methods appropriate to the learner internal quality assurer's performance.

Simulations are not allowed.

See practice requirements in section 1 for further guidance on practice and observation hours required for the qualification.

Types of evidence

Evidence must include:

- observation and assessment of performance
- examining products of work
- questioning

Evidence of the above type may be supplemented, where necessary by:

- professional discussion
- reflective account
- witness testimony

Unit 18 Manage learning and development in groups (A/502/9550)

Unit summary	This unit aims to assess a learning and development practitioner's management of learning and development in groups. They are expected to understand the use of a variety of management methods (for example, motivational strategies, behaviour management, provision of advice) as well as deliver strategies to facilitate learning. They are also expected to involve learners within groups in the learning and development process.
Credit value	6
Guided learning hours	30
Level	4
Mandatory/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand the principles and practices of managing learning and development in groups

The learner can:

- 1.1 Analyse the characteristics of group environments that foster learning and development
- 1.2 Evaluate strategies to manage group behaviour and dynamics
- 1.3 Evaluate management techniques that facilitate the delivery of learning and development in groups
- 1.4 Analyse ways to involve learners in the management of their own learning and development in groups
- 1.5 Analyse risks to be considered when managing learning and development in groups
- 1.6 Explain how to manage barriers to individual learning in groups

Learning outcome 2**The learner will:**

- 2 Be able to manage group learning and development environments

The learner can:

- 2.1 Facilitate communication, collaboration and learning between group members
- 2.2 Use motivational methods to engage the group and its individual members in the learning and development process
- 2.3 Consult with group members to adapt their learning and development environments to improve their learning outcomes
- 2.4 Manage the risks associated with group learning and development

Unit 18 Manage learning and development in groups (A/502/9550) (cont'd)**Learning outcome 3****The learner will:**

- 3** Be able to apply methodologies to manage learning and development in groups

The learner can:

- 3.1** Involve learners in agreeing group learning and development objectives
- 3.2** Adapt and implement delivery methods, activities and resources to meet the learning and development objectives of the group
- 3.3** Manage group learning strategies and delivery methods to reflect changing requirements
- 3.4** Provide individual advice to learners to assist their decision-making about future learning needs

Learning outcome 4**The learner will:**

- 4** Be able to manage learning and development in groups to comply with legal and organisational requirements

The learner can:

- 4.1** Support learner's rights in relation to equality, diversity and inclusion
- 4.2** Minimise risks to safety, health, wellbeing and security of learners
- 4.3** Manage confidentiality in relation to learners and the organisation
- 4.4** Maintain learning and development records in accordance with organisational procedures

Unit 18 Manage learning and development in groups (A/502/9550) (cont'd)**Assessment guidance****Delivery and assessment**

This unit assesses occupational competence. Evidence for the learning outcomes 2, 3 and 4 must come from performance in the work environment.

Simulations, projects or assignments are not allowed.

For learning outcome 1, a range of assessment evidence can be used as long as the assessment criteria are covered and the evidence generated can be internally and externally quality assured.

See practice requirements in section 1 for further guidance on practice and observation hours required for the qualification.

Types of evidence

Evidence for learning outcomes 2, 3 and 4 must include:

- teaching observation

Evidence for learning outcome 1 could include:

- assignment
- report
- project
- annotated work products such as:
 - group profile
 - inclusive resources
 - lesson rationale
 - learner individual learning plan
 - scheme of learning
 - learner action plan
 - learner progression trackers
 - sample resources

Unit 19 Preparing for the coaching role (J/505/0188)

Unit summary	This unit aims to prepare the learner for the coaching role by analysing the role of the coach and the use of coaching in a specific context.
Credit value	3
Guided learning hours	15
Level	4
Mandatory/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand own role and responsibilities in relation to coaching

The learner can:

- 1.1 Analyse the skills and qualities required for a specific coaching role
- 1.2 Explain how own values, behaviours, attitudes and emotional awareness can impact on the coaching role
- 1.3 Explain why it is important to establish ground rules for engagement and boundaries in a coaching relationship
- 1.4 Explain the importance of acting according to ethical and professional standards in a coaching relationship
- 1.5 Analyse ways of building a relationship with a client in a coaching role

Learning outcome 2**The learner will:**

- 2 Understand the use of coaching in a specific context

The learner can:

- 2.1 Analyse the benefits of coaching in a specific context
- 2.2 Analyse the impact of coaching on individual learning and development
- 2.3 Explain legal and organisational requirements in a specific context relating to:
 - data protection
 - privacy
 - confidentiality
 - safeguarding and disclosure
- 2.4 Identify sources of support to deal with issues that are outside of own expertise or authority
- 2.5 Explain what constitutes a safe and comfortable environment for a coaching session

Unit 19 Preparing for the coaching role (J/505/0188) (cont'd)**Learning outcome 3****The learner will:**

- 3** Understand how to identify client goals and outcomes

The learner can:

- 3.1** Analyse ways of identifying and agreeing outcomes and goals with clients
3.2 Explain the role of a coaching agreement
3.3 Explain the importance of agreeing with the client records of interaction and progress towards agreed objectives and goals
3.4 Analyse client responsibility and autonomy for making changes

Assessment guidance**Delivery and assessment**

A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured.

Types of evidence

Evidence could include:

- assignment
- report
- research project
- individual presentation
- case studies
- written answers
- work products such as:
 - coaching agreements
 - coaching meeting minutes
 - action plan

Unit 20 Preparing for the mentoring role (L/505/0189)

Unit summary	This unit aims to prepare the learner for the mentoring role by analysing the role of the mentor and the use of mentoring in a specific context.
Credit value	3
Guided learning hours	15
Level	4
Mandatory/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand own role and responsibilities in relation to mentoring

The learner can:

- 1.1 Analyse the skills and qualities required for a specific mentoring role
- 1.2 Explain how own values, behaviours, attitudes and emotional awareness can impact on the mentoring role
- 1.3 Explain why it is important to establish ground rules for engagement and boundaries in a mentoring relationship
- 1.4 Explain the importance of acting according to ethical and professional standards in a mentoring relationship
- 1.5 Analyse ways of building a relationship with a client in a mentoring role

Learning outcome 2**The learner will:**

- 2 Understand the use of mentoring in a specific context

The learner can:

- 2.1 Analyse the benefits of mentoring in a specific context
- 2.2 Analyse the impact of mentoring on individual learning and development
- 2.3 Explain legal and organisational requirements in a specific context relating to:
 - data protection
 - privacy
 - confidentiality
 - safeguarding and disclosure
- 2.4 Identify sources of support to deal with issues that are outside of own expertise or authority
- 2.5 Explain what constitutes a safe and comfortable environment for a mentoring session

Unit 20 Preparing for the mentoring role (L/505/0189) (cont'd)**Learning outcome 3****The learner will:**

- 3** Understand how to identify client goals and outcomes

The learner can:

- 3.1** Analyse ways of identifying and agreeing outcomes and goals with clients
3.2 Explain the role of a mentoring agreement
3.3 Explain the importance of agreeing with the client records of interaction and progress towards agreed objectives and goals
3.4 Analyse client responsibility and autonomy for making changes

Assessment guidance**Delivery and assessment**

A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured.

Types of evidence

Evidence could include:

- assignment
- report
- research project
- individual presentation
- case studies
- written answers
- work products such as:
 - mentoring agreements
 - mentoring meeting minutes
 - action plan

Unit 21 Preparing for the personal tutoring role (T/505/1093)

Unit summary	This unit aims to prepare the learner for the role of personal tutor by analysing the role of the personal tutor, factors affecting learners' attitudes to learning, the use of personal tutoring in a specific context and target setting.
Credit value	3
Guided learning hours	15
Level	4
Mandatory/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand own role and responsibilities in relation to the personal tutoring role

The learner can:

- 1.1 Analyse the skills and qualities required for a personal tutoring role
- 1.2 Explain how own values, behaviours and attitudes can impact on the personal tutoring role
- 1.3 Explain the boundaries and limitations of a personal tutoring role
- 1.4 Explain the importance of acting according to ethical and professional codes and standards in a personal tutoring role
- 1.5 Analyse the importance of communication in a personal tutoring role

Learning outcome 2**The learner will:**

- 2 Understand factors affecting learners' approaches to learning

The learner can:

- 2.1 Analyse how learners' socio-economic, cultural and personal background, work history and educational achievement can affect their needs, aspirations, decision-making abilities and approach to learning
- 2.2 Explain why it is important that learners take responsibility for their own learning
- 2.3 Explain why it is important that personal tutoring programmes support the development of learning and transferable skills
- 2.4 Analyse strategies to enable learners to engage with learning
- 2.5 Explain factors that identify learners at risk of disengaging from learning

Unit 21 Preparing for the personal tutoring role (T/505/1093) (cont'd)**Learning outcome 3****The learner will:**

- 3 Understand the use of personal tutoring in a specific context

The learner can:

- 3.1 Describe the range of support available for learners within a specific context
- 3.2 Explain legal and organisational requirements relating to:
- data protection
 - copyright
 - privacy
 - confidentiality
 - safeguarding and disclosure
- 3.3 Explain how to work with others in a specific context to support learners
- 3.4 Explain how to work with external stakeholders and partners to support learners

Learning outcome 4**The learner will:**

- 4 Understand how personal learning targets are created and monitored

The learner can:

- 4.1 Explain the purpose of an individual learning plan
- 4.2 Analyse approaches to support learners to create personal learning targets
- 4.3 Explain the importance of reviewing learner progress and targets

Assessment guidance

Delivery and assessment
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured.
Types of evidence
Evidence could include: <ul style="list-style-type: none"> • assignment • report • research project • individual presentation • case studies • written answers • work products such as: <ul style="list-style-type: none"> ○ annotated individual learning plan ○ screenshots of organisational tutorial programme ○ action plan ○ annotated organisational policies and procedures

Unit 22 Principles and practice of lipreading teaching (L/504/0231)

Unit summary	This unit aims to provide learners with the specialist knowledge, understanding and specialist techniques needed to become an effective teacher of lipreading to adults.
Credit value	12
Guided learning hours	48
Level	4
Mandatory/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand the physiological processes and psychological functions of hearing

The learner can:

- 1.1 Identify the physiological processes involved in hearing
- 1.2 Identify the psychological functions of hearing

Learning outcome 2**The learner will:**

- 2 Understand the effects of acquired hearing loss

The learner can:

- 2.1 Analyse factors that lead to acquired hearing loss
- 2.2 Analyse types of hearing loss and the psychological, social and emotional effects of the impact of acquired hearing loss
- 2.3 Analyse the impact of acquired hearing loss on education and employment opportunities

Learning outcome 3**The learner will:**

- 3 Understand ways in which amplification and lipreading are optimised by those with hearing loss

The learner can:

- 3.1 Evaluate hearing aids and implants available to support hearing loss
- 3.2 Analyse the roles of health professionals in identifying and supporting hearing loss
- 3.3 Analyse the optimum conditions for lipreading and using a hearing aid

Unit 22 Principles and practice of lipreading teaching (L/504/0231) (cont'd)**Learning outcome 4****The learner will:**

- 4 Understand the phonology of spoken English and its application to lipreading learning and teaching

The learner can:

- 4.1 Explain aspects of the phonology of spoken English that have implications for learning and teaching lipreading
- 4.2 Identify the shapes of spoken English to adults with acquired hearing loss
- 4.3 Explain strategies used to lipread by adults with acquired hearing loss

Learning outcome 5**The learner will:**

- 5 Be able to use specialist techniques and methodology for teaching lipreading

The learner can:

- 5.1 Explain and demonstrate the use of voice and devoice techniques in supporting lipreading development
- 5.2 Explain and demonstrate the use of specialist methods for teaching lipreading to adults
- 5.3 Justify own selection and use of specialist resources to support the development of lipreading skills by adults

Learning outcome 6**The learner will:**

- 6 Understand assistive aids and services available to those with acquired hearing loss

The learner can:

- 6.1 Evaluate assistive equipment available to those with hearing loss
- 6.2 Evaluate services offered by agencies and organisations to those with acquired hearing loss

Unit 22 Principles and practice of lipreading teaching (L/504/0231) (cont'd)**Assessment guidance****Delivery and assessment**

There is a requirement to observe and assess practice in this unit.

The learning outcomes must be assessed in a teaching and learning environment.

Simulation is not permitted.

For the knowledge and understanding aspects of this unit, a range of assessment evidence can be used as long as the assessment criteria are covered and the evidence generated can be internally and externally quality assured.

See practice requirements in section 1 for further guidance on practice and observation hours required for the qualification.

Types of evidence

Evidence must include:

- observation of teaching and assessment

Evidence could include:

- research project
- assignment
- report
- individual or small group presentation
- professional discussion

Unit 23 Specialist delivery techniques and activities (R/504/0229)

Unit summary	This unit aims to enable the learner to explore the use of specialist delivery techniques in their own specialist vocational or subject area.
Credit value	9
Guided learning hours	30
Level	4
Mandatory/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand the role of specialist delivery techniques in a specific area

The learner can:

- 1.1 Explain the purpose of specialist delivery techniques in meeting learner needs in a specific area
- 1.2 Identify learning needs that can be met through the use of specialist delivery techniques
- 1.3 Justify the use of specialist delivery techniques to meet the needs of learners in a specific area

Learning outcome 2**The learner will:**

- 2 Be able to develop specialist delivery techniques and learning activities in own specific area

The learner can:

- 2.1 Review issues that influence the development of specialist delivery techniques
- 2.2 Select specialist delivery techniques to meet the needs of learners
- 2.3 Plan the use of specific learning activities to support specialist delivery techniques
- 2.4 Select resources to support specialist delivery techniques and learning activities
- 2.5 Identify ways in which specialist delivery techniques can be adapted to meet the needs of individual learners

Learning outcome 3**The learner will:**

- 3 Be able to use specialist delivery techniques and learning activities

The learner can:

- 3.1 Use specialist delivery techniques and learning activities to meet the needs of learners
- 3.2 Use resources to support specialist delivery techniques and learning activities

Unit 23 Specialist delivery techniques and activities (R/504/0229) (cont'd)**Learning outcome 4****The learner will:**

- 4 Be able to evaluate own practice in relation to specialist delivery techniques

The learner can:

- 4.1 Review the effectiveness of own use of specialist delivery techniques to meet the needs of learners
- 4.2 Identify strengths and areas for improvement in own skills in the development and use of specialist delivery techniques

Assessment guidance**Delivery and assessment**

The learning outcomes must be assessed in a teaching and learning environment.

Simulation is not permitted.

For the knowledge and understanding aspects of this unit, a range of assessment evidence can be used as long as the assessment criteria are covered and the evidence generated can be internally and externally quality assured.

See practice requirements in section 1 for further guidance on practice and observation hours required for the qualification.

Types of evidence

Evidence must include:

- observation of teaching practice

Evidence for knowledge and understanding aspects of the unit could include:

- assignment
- report
- research project
- individual presentation
- case studies
- self-reflective account and action plan
- work products such as:
 - scheme of learning
 - lesson plans
 - resources

Unit 24 Teaching in a specialist area (J/505/1096)

Unit summary	This unit aims to develop learners' knowledge and skills in relation to teaching in a specialist area. The specialist area may be a vocational or subject area. It includes consideration of the aims and philosophy of education and training in a specialist area and the aims and structure of key qualifications and learning programmes available to learners. It also includes curriculum issues, inclusive teaching and learning, and evaluating and improving own practice in a specialist area.
Credit value	15
Guided learning hours	50
Level	4
Optional/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand the aims and philosophy of education and training in a specialist area

The learner can:

- 1.1 Explain key aims of education and training in own specialist area
- 1.2 Analyse philosophical issues relating to education and training in own specialist area

Learning outcome 2**The learner will:**

- 2 Understand the aims and structure of key qualifications and learning programmes available to learners in a specialist area

The learner can:

- 2.1 Describe the aims and structure of key qualifications in own specialist area
- 2.2 Describe the aims and structure of learning programmes in own specialist area
- 2.3 Explain how own approach to planning and preparation for the delivery of a learning programme in own specialist area enables its aims to be met

Learning outcome 3**The learner will:**

- 3 Understand principles of inclusive teaching and learning and key curriculum issues in a specialist area

The learner can:

- 3.1 Analyse the inclusiveness of own approach to the planning and preparation of a learning programme in own specialist area

Unit 24 Teaching in a specialist area (J/505/1096) (cont'd)

- 3.2** Explain how own approach to the planning and preparation of a learning programme in own specialist area takes account of key curriculum issues, including the role of new and emerging technologies

Learning outcome 4**The learner will:**

- 4** Understand how to use resources for inclusive teaching and learning in a specialist area

The learner can:

- 4.1** Analyse ways in which teaching and learning resources, including new and emerging technologies, meet the individual needs of learners in own specialist area
4.2 Analyse the inclusiveness of own use of teaching and learning resources in a specialist area

Learning outcome 5**The learner will:**

- 5** Be able to work with others within a specialist area to develop own practice

The learner can:

- 5.1** Liaise with others within a specialist area to develop own practice
5.2 Review the impact of liaison with other teachers and trainers within own specialist area on own practice

Learning outcome 6**The learner will:**

- 6** Be able to evaluate, improve and update own knowledge and skills in a specialist area

The learner can:

- 6.1** Review the effectiveness of own knowledge and skills in a specialist area
6.2 Identify own strengths and areas for improvement in relation to practice in a specialist area
6.3 Identify opportunities to improve and update own knowledge and skills in a specialist area

Unit 24 Teaching in a specialist area (J/505/1096) (cont'd)**Assessment guidance**

Delivery and assessment
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured.
Types of evidence
Evidence must include: <ul style="list-style-type: none">• observation of teaching practice Evidence could include: <ul style="list-style-type: none">• teaching observation• assignment• report• research project• individual presentation• case studies• self-reflective account and action plan• work products such as:<ul style="list-style-type: none">○ scheme of learning○ lesson plans○ resources

Unit 25 Understanding and managing behaviours in a learning environment (Y/505/1099)

Unit summary	This unit aims to enable learners to manage behaviours in a learning environment. It includes understanding the characteristics and impact of behaviours in the learning environment, related legislation, and organisational policies. It also includes promoting behaviours that contribute to a purposeful learning environment, managing disruptive behaviours and evaluating own practice in managing behaviours in a learning environment
Credit value	6
Guided learning hours	20
Level	4
Optional/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand potential factors leading to behaviours that disrupt a learning environment

The learner can:

- 1.1 Describe behaviours that can occur in a learning environment
- 1.2 Explain potential factors leading to behaviours that can disrupt a learning environment

Learning outcome 2**The learner will:**

- 2 Understand organisational policies relating to managing behaviours in a learning environment

The learner can:

- 2.1 Explain key aspects of legislation relating to managing behaviours in a learning environment
- 2.2 Explain key aspects of an organisation's policies relating to managing behaviours in a learning environment

Learning outcome 3**The learner will:**

- 3 Be able to promote behaviours that contribute to a purposeful learning environment

The learner can:

- 3.1 Analyse ways of encouraging behaviours that contribute to a purposeful learning environment
- 3.2 Use strategies for encouraging behaviours that contribute to a purposeful learning environment

Unit 25 Understanding and managing behaviours in a learning environment (Y/505/1099) (cont'd)**Learning outcome 4****The learner will:**

- 4 Be able to manage behaviours that disrupt a purposeful learning environment

The learner can:

- 4.1 Analyse ways of managing behaviours that disrupt a purposeful learning environment
4.2 Use strategies for managing behaviours that disrupt a purposeful learning environment

Learning outcome 5**The learner will:**

- 5 Be able to evaluate own practice in managing behaviours in a learning environment

The learner can:

- 5.1 Evaluate the effectiveness of own practice in relation to promoting and managing behaviours in a learning environment
5.2 Identify own strengths and areas for improvement in relation to promoting and managing behaviours in a learning environment

Assessment guidance**Delivery and assessment**

There is a requirement to observe and assess practice in this unit.

The learning outcomes must be assessed in a teaching and learning environment.

Simulation is not permitted.

For the knowledge and understanding aspects of this unit, a range of assessment evidence can be used as long as the assessment criteria are covered and the evidence generated can be internally and externally quality assured.

See practice requirements in section 1 for further guidance on practice and observation hours required for the qualification.

Types of evidence

Evidence must include:

- observation of teaching practice

Evidence could include:

- written assignment
- project
- essay
- report
- professional discussion

Unit 26 Understanding the principles and practices of externally assuring the quality of assessment (F/601/5322)

Unit summary	This unit aims to assess the knowledge and understanding of the principles and practices that underpin the external quality assurance of assessment.
Credit value	6
Guided learning hours	45
Level	4
Optional/optional	Optional

Learning outcome 1

The learner will:

- 1 Understand the context and principles of external quality assurance

The learner can:

- 1.1 Analyse the functions of external quality assurance of assessment in learning and development
- 1.2 Evaluate the key concepts and principles of external quality assurance of assessment
- 1.3 Evaluate the roles of practitioners involved in the quality assurance process
- 1.4 Explain the regulations and requirements for external and internal quality assurance in own area of practice

Learning outcome 2

The learner will:

- 2 Understand how to plan the external quality assurance of assessment

The learner can:

- 2.1 Evaluate the importance of planning and preparing external quality assurance activities
- 2.2 Explain what an external quality assurance plan should contain
- 2.3 Summarise the preparations that need to be made for external quality assurance activities, including:
 - information collection
 - communications
 - administrative arrangements
 - resources
- 2.4 Explain how to adapt external monitoring and evaluation approaches to meet customer need without compromising quality standards

Unit 26 Understanding the principles and practices of externally assuring the quality of assessment (F/601/5322) (cont'd)**Learning outcome 3****The learner will:**

- 3 Understand how to externally evaluate the quality of assessment and internal quality assurance

The learner can:

- 3.1 Explain the procedures for externally monitoring and evaluating internal quality assurance arrangements and practices
- 3.2 Interpret the requirements for externally monitoring and evaluating internal assessment arrangements and practices
- 3.3 Evaluate different techniques for externally sampling evidence of assessment, including those that use technology

Learning outcome 4**The learner will:**

- 4 Understand how to externally maintain and improve the quality of assessment

The learner can:

- 4.1 Critically compare the types of feedback, support and advice that internal assessment and quality assurance staff may need to maintain and improve the quality of assessment
- 4.2 Evaluate standardisation requirements relevant to the external quality assurance of assessment
- 4.3 Explain the importance of providing feedback, support and advice to internal assessment and quality assurance staff that is consistent with standardisation requirements
- 4.4 Explain the relevant procedures to follow when there are disputes concerning quality assurance and assessment

Learning outcome 5**The learner will:**

- 5 Understand how to manage information relevant to external quality assurance

The learner can:

- 5.1 Evaluate the requirements for information management, data protection and confidentiality in relation to external quality assurance

Unit 26 Understanding the principles and practices of externally assuring the quality of assessment (F/601/5322) (cont'd)

Learning outcome 6

The learner will:

- 6 Understand the legal and good practice requirements relating to external quality assurance

The learner can:

- 6.1 Evaluate legal issues, policies and procedures that are relevant to external quality assurance, including those for health, safety and welfare
- 6.2 Critically compare different ways in which technology can contribute to external quality assurance
- 6.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the external quality assurance of assessment
- 6.4 Explain the value of reflective practice and continuing professional development (CPD) in relation to external quality assurance

Assessment guidance

Delivery and assessment

A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured.

This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment.

Types of evidence

Evidence could include:

- work products such as:
 - EQA planning
 - EQA sample
 - EQA strategy
 - EQA reports
- written answers
- assignment
- project
- report
- professional discussion
- witness testimony
- reflective account and action plan
- CV and CPD log

Unit 27 Understanding the principles and practices of internally assuring the quality of assessment (T/601/5320)

Unit summary	This unit aims to assess the knowledge and understanding of the principles and practices that underpin the internal quality assurance of assessment.
Credit value	6
Guided learning hours	45
Level	4
Optional/optional	Optional

Learning outcome 1

The learner will:

- 1 Understand the context and principles of internal quality assurance

The learner can:

- 1.1 Explain the functions of internal quality assurance in learning and development
- 1.2 Explain the key concepts and principles of the internal quality assurance of assessment
- 1.3 Explain the roles of practitioners involved in the internal and external quality assurance process
- 1.4 Explain the regulations and requirements for internal quality assurance in own area of practice

Learning outcome 2

The learner will:

- 2 Understand how to plan the internal quality assurance of assessment

The learner can:

- 2.1 Evaluate the importance of planning and preparing internal quality assurance activities
- 2.2 Explain what an internal quality assurance plan should contain
- 2.3 Summarise the preparations that need to be made for internal quality assurance, including:
 - information collection
 - communications
 - administrative arrangements
 - resources

Learning outcome 3

The learner will:

- 3 Understand techniques and criteria for monitoring the quality of assessment internally

The learner can:

- 3.1 Evaluate different techniques for sampling evidence of assessment, including use of technology
- 3.2 Explain the appropriate criteria to use for judging the quality of the assessment process

Unit 27 Understanding the principles and practices of internally assuring the quality of assessment (T/601/5320) (cont'd)**Learning outcome 4****The learner will:**

- 4 Understand how to internally maintain and improve the quality of assessment

The learner can:

- 4.1 Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment
- 4.2 Explain standardisation requirements in relation to assessment
- 4.3 Explain relevant procedures regarding disputes about the quality of assessment

Learning outcome 5**The learner will:**

- 5 Understand how to manage information relevant to the internal quality assurance of assessment

The learner can:

- 5.1 Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment

Learning outcome 6**The learner will:**

- 6 Understand the legal and good practice requirements for the internal quality assurance of assessment

The learner can:

- 6.1 Evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare
- 6.2 Evaluate different ways in which technology can contribute to the internal quality assurance of assessment
- 6.3 Explain the value of reflective practice and CPD in relation to internal quality assurance
- 6.4 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment

Unit 27 Understanding the principles and practices of internally assuring the quality of assessment (T/601/5320) (cont'd)**Assessment guidance****Delivery and assessment**

A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured.

This optional unit assesses occupational competence and requires trainee teachers to be assessed in a real work environment.

Types of evidence

Evidence could include:

- written answers
- report
- assignment
- work products such as:
 - IQA reports
 - IQA sampling plan
 - IQA strategy
 - IQA tracker

Unit 28 Literacy and ESOL and the learners (L/505/0791)

Unit summary	Learners will consider language change, language variety, the relationship between language and social processes and the use of English as a medium of learning. Learners will also consider factors that influence literacy and language acquisition, learning and use.
Credit value	20
Guided learning hours	60
Level	5
Optional/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand the significance of language change and variety for literacy and ESOL learners

The learner can:

- 1.1 Analyse standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis
- 1.2 Analyse ways in which spoken and written language can change over time and vary according to context at:
 - text and discourse level
 - sentence and phrase level
 - word level
 - phoneme level
- 1.3 Explain ways in which language change and variety can have an impact on literacy and ESOL learners' literacy and language development

Learning outcome 2**The learner will:**

- 2 Understand the relationship between language and social processes

The learner can:

- 2.1 Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors
- 2.2 Analyse how language is used in the formation, maintenance and transformation of power relations

Unit 28 Literacy and ESOL and the learners (L/505/0791) (cont'd)**Learning outcome 3****The learner will:**

- 3 Understand factors that influence literacy and language acquisition, learning and use

The learner can:

- 3.1 Analyse personal, social and cultural factors influencing ESOL learners' language acquisition, learning and use
3.2 Analyse the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning

Learning outcome 4**The learner will:**

- 4 Understand the use of English as a medium for teaching and learning

The learner can:

- 4.1 Explain the challenge for ESOL learners using English as a medium for learning
4.2 Analyse the role of metalanguage in literacy and language teaching and learning

Learning outcome 5**The learner will:**

- 5 Understand the use of assessment approaches to meet the needs of literacy and ESOL learners

The learner can:

- 5.1 Identify the skills, knowledge and understanding that can be assessed in literacy and ESOL
5.2 Analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners
5.3 Analyse the use of assessment tools in literacy and language teaching and learning

Learning outcome 6**The learner will:**

- 6 Understand how to promote learning and learner support within literacy, ESOL and language teaching and learning

The learner can:

- 6.1 Explain the boundaries between own specialist area and those of other specialists and practitioners
6.2 Analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals

Unit 28 Literacy and ESOL and the learners (L/505/0791) (cont'd)**Learning outcome 7****The learner will:**

- 7 Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes

The learner can:

- 7.1 Identify literacy and language skills needed across contexts and subjects
 7.2 Explain how to liaise with other professionals to provide specialist knowledge of how to develop literacy and language skills in vocational and other subject areas

Assessment guidance**Delivery and assessment**

A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured.

Types of evidence

Evidence could include:

- assignment
- project
- report
- professional discussion

Unit 29 Literacy and ESOL theories and frameworks (J/505/0790)

Unit summary	This unit aims to provide learners with an understanding of literacy and ESOL theories and frameworks. Learners will consider theories and principles relating to language acquisition and learning, theories and principles relating to literacy learning and development and consider how language can be described and analysed. Learners will also consider the processes involved in the development of speaking, listening, reading and writing skills for literacy and ESOL learners.
Credit value	20
Guided learning hours	60
Level	5
Optional/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand theories and principles relating to language acquisition and learning

The learner can:

- 1.1 Analyse theories of first and second language acquisition and learning
- 1.2 Analyse language teaching approaches associated with theories of first and second language acquisition and learning

Learning outcome 2**The learner will:**

- 2 Understand theories and principles relating to literacy learning and development

The learner can:

- 2.1 Analyse theories of literacy learning and development
- 2.2 Analyse literacy teaching approaches associated with theories of literacy learning and development

Unit 29 Literacy and ESOL theories and frameworks (J/505/0790) (cont'd)**Learning outcome 3****The learner will:**

- 3 Be able to analyse spoken and written language

The learner can:

- 3.1 Analyse ways in which language can be described
 3.2 Explain descriptive and prescriptive approaches to language analysis
 3.3 Identify significant differences between the description and conventions of English and other languages
 3.4 Analyse spoken and written language at:
- text and discourse level
 - sentence and phrase level
 - word level
 - phoneme level
- 3.5 Analyse the impact of phonological features of spoken English on the communication of ESOL learners
 3.6 Use key discursal, grammatical, lexical and phonological terms accurately

Learning outcome 4**The learner will:**

- 4 Understand the processes involved in the development of speaking, listening, reading and writing skills of literacy and ESOL learners

The learner can:

- 4.1 Analyse the processes involved in speaking and listening for literacy and ESOL learners
 4.2 Analyse the processes involved in reading and writing for literacy and ESOL learners
 4.3 Explain the mutual dependence of speaking, listening, reading and writing in literacy and language teaching and learning
 4.4 Analyse the implications of the processes involved in the development of speaking, listening, reading and writing skills on teaching and learning

Assessment guidance**Delivery and assessment**

A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured.

Types of evidence

Evidence could include:

- assignment
- project
- report
- professional discussion
- teaching observation

Unit 30 Literacy and the learners (L/505/0774)

Unit summary	This unit aims to provide learners with an understanding of key issues relating to the English language and of key factors relating to literacy learners. Learners will consider language change, language variety, and the relationship between language and social processes. Learners will also consider factors that influence literacy and language acquisition, learning and use.
Credit value	15
Guided learning hours	40
Level	5
Optional/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand the significance of language change and variety for literacy learners

The learner can:

- 1.1 Analyse standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis
- 1.2 Analyse ways in which spoken and written language can change over time and vary according to context at:
 - text and discourse level
 - sentence and phrase level
 - word level
 - phoneme level
- 1.3 Explain ways in which language change and variety can have an impact on literacy learners' literacy and language development

Learning outcome 2**The learner will:**

- 2 Understand the relationship between language and social processes

The learner can:

- 2.1 Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors
- 2.2 Analyse how language is used in the formation, maintenance and transformation of power relations

Unit 30 Literacy and the learners (L/505/0774) (cont'd)**Learning outcome 3****The learner will:**

- 3 Understand factors that influence literacy and language acquisition, learning and use

The learner can:

- 3.1 Analyse personal, social and cultural factors influencing literacy learners' language acquisition, learning and use
- 3.2 Analyse the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning

Learning outcome 4**The learner will:**

- 4 Understand the use of assessment approaches to meet the needs of literacy learners

The learner can:

- 4.1 Identify the skills, knowledge and understanding that can be assessed in literacy
- 4.2 Analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners
- 4.3 Analyse the use of assessment tools in literacy and language teaching and learning

Learning outcome 5**The learner will:**

- 5 Understand how to promote learning and learner support within literacy and language teaching and learning

The learner can:

- 5.1 Explain the boundaries between own specialist area and those of other specialists and practitioners
- 5.2 Analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals

Learning outcome 6**The learner will:**

- 6 Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes

The learner can:

- 6.1 Identify literacy and language skills needed across contexts and subjects
- 6.2 Explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas

Unit 30 Literacy and the learners (L/505/0774) (cont'd)**Assessment guidance**

Delivery and assessment
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured.
Types of evidence
Evidence could include: <ul style="list-style-type: none">• assignment• project• report• professional discussion• individual presentation

Unit 31 Literacy, ESOL and the learners (Y/505/0776)

Unit summary	This unit aims to provide learners with an understanding of key issues relating to the English language and of key factors relating to literacy and ESOL learners. Learners will consider language change, language variety and the relationship between language and social processes. Learners will also consider factors that influence literacy and language acquisition, learning and use.
Credit value	15
Guided learning hours	40
Level	5
Optional/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand the significance of language change and variety for literacy and ESOL learners

The learner can:

- 1.1 Analyse standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis
- 1.2 Analyse ways in which spoken and written language can change over time and vary according to context at:
 - text and discourse level
 - sentence and phrase level
 - word level
 - phoneme level
- 1.3 Explain ways in which language change and variety can have an impact on literacy and ESOL learners' literacy and language development

Learning outcome 2**The learner will:**

- 2 Understand the relationship between language and social processes

The learner can:

- 2.1 Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors
- 2.2 Analyse how language is used in the formation, maintenance and transformation of power relations

Unit 31 Literacy, ESOL and the learners (Y/505/0776) (cont'd)**Learning outcome 3****The learner will:**

- 3 Understand factors that influence literacy, ESOL and language acquisition, learning and use

The learner can:

- 3.1 Analyse personal, social and cultural factors influencing literacy and ESOL learners' language acquisition, learning and use
- 3.2 Analyse the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning

Learning outcome 4**The learner will:**

- 4 Understand the use of assessment approaches to meet the needs of literacy and ESOL learners

The learner can:

- 4.1 Identify the skills, knowledge and understanding that can be assessed in literacy and ESOL
- 4.2 Analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners
- 4.3 Analyse the use of assessment tools in literacy and language teaching and learning

Learning outcome 5**The learner will:**

- 5 Understand how to promote learning and learner support within literacy and language teaching and learning

The learner can:

- 5.1 Explain the boundaries between own specialist area and those of other specialists and practitioners
- 5.2 Analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals

Learning outcome 6**The learner will:**

- 6 Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes

The learner can:

- 6.1 Identify literacy and language skills needed across contexts and subjects
- 6.2 Explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas

Unit 31 Literacy, ESOL and the learners (Y/505/0776) (cont'd)**Assessment guidance**

Delivery and assessment
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured.
Types of evidence
Evidence could include: <ul style="list-style-type: none">• assignment• project• report• professional discussion• individual presentation

Unit 32 Literacy theories and frameworks (J/505/0773)

Unit summary	This unit aims to provide learners with an understanding of literacy theories and frameworks. Learners will consider theories and principles relating to language acquisition and learning, theories and principles relating to literacy learning and development and how language can be described and analysed. Learners will also consider the processes involved in the development of speaking, listening, reading and writing skills for literacy learners.
Credit value	15
Guided learning hours	40
Level	5
Optional/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand theories and principles relating to language acquisition and learning

The learner can:

- 1.1 Analyse theories of language acquisition and learning
- 1.2 Analyse language teaching approaches associated with theories of language acquisition and learning

Learning outcome 2**The learner will:**

- 2 Understand theories and principles relating to literacy learning and development

The learner can:

- 2.1 Analyse theories of literacy learning and development
- 2.2 Analyse literacy teaching approaches associated with theories of literacy learning and development

Learning outcome 3**The learner will:**

- 3 Be able to analyse spoken and written language

The learner can:

- 3.1 Analyse ways in which language can be described
- 3.2 Explain descriptive and prescriptive approaches to language analysis
- 3.3 Analyse spoken and written language at:
 - text and discourse level
 - sentence and phrase level
 - word level
 - phoneme level
- 3.4 Use key discursal, grammatical, lexical and phonological terms accurately

Unit 32 Literacy theories and frameworks (J/505/0773) (cont'd)**Learning outcome 4****The learner will:**

- 4 Understand the processes involved in the development of speaking, listening, reading and writing skills

The learner can:

- 4.1 Analyse the processes involved in speaking and listening for literacy learners
 4.2 Analyse the processes involved in reading and writing for literacy learners
 4.3 Explain the mutual dependence of reading, listening, writing and speaking in literacy and language teaching and learning
 4.4 Analyse the implications of the processes involved in the development of speaking, listening, reading and writing skills on teaching and learning

Assessment guidance

Delivery and assessment
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured.
Types of evidence
Evidence could include: <ul style="list-style-type: none"> • assignment • project • report • professional discussion • individual presentation

Unit 33 ESOL and the learners (F/505/0786)

Unit summary	This unit aims to provide learners with an understanding of key issues relating to the English language and of key factors relating to ESOL learners. Learners will consider language change, language variety, and the relationship between language and social processes. Learners will also consider factors that influence literacy and language acquisition, learning and use.
Credit value	15
Guided learning hours	40
Level	5
Optional/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand the significance of language change and variety for ESOL learners

The learner can:

- 1.1 Analyse standard English and other varieties of English in both spoken and written forms with reference to specific features including phonology, grammar and lexis
- 1.2 Analyse ways in which spoken and written language can change over time and vary according to context at:
 - text and discourse level
 - sentence and phrase level
 - word level
 - phoneme level
- 1.3 Explain ways in which language change and variety can have an impact on ESOL learners' literacy and language development

Learning outcome 2**The learner will:**

- 2 Understand the relationship between language and social processes

The learner can:

- 2.1 Analyse how individual speakers and writers choose varieties, registers and styles according to personal, social, political and cultural factors
- 2.2 Analyse how language is used in the formation, maintenance and transformation of power relations

Unit 33 ESOL and the learners (F/505/0786) (cont'd)**Learning outcome 3****The learner will:**

- 3 Understand factors that influence literacy and language acquisition, learning and use

The learner can:

- 3.1 Analyse personal, social and cultural factors influencing ESOL learners' language acquisition, learning and use
- 3.2 Analyse the impact of a range of learning difficulties and disabilities on literacy and language teaching and learning

Learning outcome 4**The learner will:**

- 4 Understand the use of assessment approaches to meet the needs of ESOL learners

The learner can:

- 4.1 Identify the skills, knowledge and understanding that can be assessed in ESOL
- 4.2 Analyse approaches to initial and diagnostic assessment to identify the literacy and language skills of learners
- 4.3 Analyse the use of assessment tools in literacy and language teaching and learning

Learning outcome 5**The learner will:**

- 5 Understand how to promote learning and learner support within literacy and language teaching and learning

The learner can:

- 5.1 Explain the boundaries between own specialist area and those of other specialists and practitioners
- 5.2 Analyse literacy and language learning opportunities to determine how teaching and support needs may be shared between learning professionals

Learning outcome 6**The learner will:**

- 6 Understand how to liaise with others to promote the inclusion of literacy and language skills in learning programmes

The learner can:

- 6.1 Identify literacy and language skills needed across contexts and subjects
- 6.2 Explain how to liaise with other professionals to provide specialist knowledge of how to include literacy and language in vocational and other subject areas

Unit 33 ESOL and the learners (F/505/0786) (cont'd)**Assessment guidance**

Delivery and assessment
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured.
Types of evidence
Evidence could include: <ul style="list-style-type: none">• assignment• project• report• professional discussion• individual presentation

Unit 34 ESOL theories and frameworks (A/505/0785)

Unit summary	This unit aims to provide learners with an understanding of ESOL theories and frameworks. Learners will consider theories and principles relating to language acquisition and learning, theories and principles relating to ESOL learning and development and how language can be described and analysed. Learners will also consider the processes involved in the development of speaking, listening, reading and writing skills for ESOL learners.
Credit value	15
Guided learning hours	40
Level	5
Optional/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand theories and principles relating to language acquisition and learning

The learner can:

- 1.1 Analyse theories of first and second language acquisition and learning
- 1.2 Analyse language teaching approaches associated with theories of first and second language acquisition and learning

Learning outcome 2**The learner will:**

- 2 Understand theories and principles relating to literacy learning and development

The learner can:

- 2.1 Analyse theories of literacy learning and development
- 2.2 Analyse literacy teaching approaches associated with theories of literacy learning and development

Unit 34 ESOL theories and frameworks (A/505/0785) (cont'd)**Learning outcome 3****The learner will:**

- 3** Be able to analyse spoken and written language

The learner can:

- 3.1** Analyse ways in which language can be described
3.2 Explain descriptive and prescriptive approaches to language analysis
3.3 Identify significant differences between the description and conventions of English and other languages
3.4 Analyse spoken and written language at:
 - text and discourse level
 - sentence and phrase level
 - word level
 - phoneme level**3.5** Analyse the impact of phonological features of spoken English on the communication of ESOL learners
3.6 Use key discursal, grammatical, lexical and phonological terms accurately

Learning outcome 4**The learner will:**

- 4** Understand the processes involved in the development of speaking, listening, reading and writing skills

The learner can:

- 4.1** Analyse the processes involved in speaking and listening for ESOL learners
4.2 Analyse the processes involved in reading and writing for ESOL learners
4.3 Explain the mutual dependence of speaking, listening, reading and writing in literacy and language teaching and learning
4.4 Analyse the implications of the processes involved in the development of speaking, listening, reading and writing skills on teaching and learning

Assessment guidance

Delivery and assessment
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured.
Types of evidence
Evidence could include: <ul style="list-style-type: none"> • assignment • project • report • professional discussion • individual presentation

Unit 35 Action learning for teaching in a specialist area of disability (J/505/0756)

Unit summary	This unit aims to enable learners to understand and investigate a specific impairment and its impact on learning and teaching. Learners will investigate practice in an area of disability and apply this learning to their own practice.
Credit value	15
Guided learning hours	40
Level	5
Optional/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand the impact of a specific impairment on teaching and learning

The learner can:

- 1.1 Analyse a specific impairment and the related support needs of disabled learners
- 1.2 Explain ways of adjusting practice for learners with a specific impairment
- 1.3 Evaluate specific support within an organisation for learners with a specific impairment

Learning outcome 2**The learner will:**

- 2 Understand how to investigate effective practice in a specialist area of disability

The learner can:

- 2.1 Analyse ways to include disabled learners in an investigation
- 2.2 Explain ethical considerations when involving disabled learners
- 2.3 Evaluate a range of action learning research methods

Learning outcome 3**The learner will:**

- 3 Be able to investigate practice in a specialist area of disability

The learner can:

- 3.1 Develop a focus for investigation
- 3.2 Design and implement an action plan to support the investigation
- 3.3 Evaluate the practice of other teachers in your area of interest
- 3.4 Report the findings of the investigation
- 3.5 Analyse ways in which findings from an investigation can be used to develop own professional practice

Unit 35 Action learning for teaching in a specialist area of disability (J/505/0756) (cont'd)**Assessment guidance**

Delivery and assessment
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured.
Types of evidence
Evidence could include: <ul style="list-style-type: none">• case studies• assignment• project• report• professional discussion• individual presentation• peer teaching review• information sheet

Unit 36 Understanding theories and frameworks for teaching disabled learners (Y/505/0759)

Unit summary	This unit aims to provide learners with an understanding of theories and frameworks relating to the learning and teaching of disabled young people and adults. Learners will consider factors that influence learning and learning provision including policy and regulatory frameworks.
Credit value	15
Guided learning hours	40
Level	5
Optional/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand key theories and research that inform the teaching and learning of disabled young people and adults

The learner can:

- 1.1 Analyse how theories of learning inform teaching and learning practice in relation to disabled learners
- 1.2 Explain the importance of research in the development of teaching and learning opportunities for disabled young people and adults

Learning outcome 2**The learner will:**

- 2 Understand factors influencing inclusive practice for disabled learners

The learner can:

- 2.1 Analyse how inclusive learning has been defined
- 2.2 Explain the importance of inclusive learning for disabled learners
- 2.3 Analyse the social model of disability and its impact on inclusive learning opportunities for disabled young people and adults
- 2.4 Analyse how approaches to communication and language development influence inclusive practice in relation to disabled learners
- 2.5 Describe the challenges involved in the implementation of a whole organisational approach to inclusive learning

**Unit 36 Understanding theories and frameworks for teaching disabled learners (Y/505/0759)
(cont'd)****Learning outcome 3****The learner will:**

- 3 Understand the impact of policy and regulatory frameworks on provision for disabled young people and adults

The learner can:

- 3.1 Analyse how national, regional and local policy influence provision for disabled young people and adults
- 3.2 Explain how current legal requirements and national policies and guidance promote the rights and wellbeing of disabled learners
- 3.3 Evaluate the impact of policy and regulatory frameworks on a local initiative relating to learning provision for disabled young people and adults

Learning outcome 4**The learner will:**

- 4 Understand factors that influence the curriculum for disabled young people and adults

The learner can:

- 4.1 Analyse how attitudes to disability, including social and cultural attitudes and faith and belief, influence learning opportunities for disabled young people and adults
- 4.2 Analyse the impact of own attitudes on professional practice
- 4.3 Explain how risk assessments influence the curriculum

Learning outcome 5**The learner will:**

- 5 Understand how to work with others to support the needs of disabled learners

The learner can:

- 5.1 Explain the role of organisations and networks that can offer services and support to disabled learners
- 5.2 Explain ways to maintain relationships with parents, carers and others with an interest in the learner
- 5.3 Analyse the skills needed to work collaboratively for the benefit of disabled learners

**Unit 36 Understanding theories and frameworks for teaching disabled learners (Y/505/0759)
(cont'd)****Assessment guidance**

Delivery and assessment
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured.
Types of evidence
Evidence could include: <ul style="list-style-type: none">• assignment• project• report• professional discussion• case studies

Unit 37 Numeracy and the learners (K/505/0765)

Unit summary	This unit aims to provide learners with an understanding of the factors that affect the development of numeracy learners. Learners will analyse approaches to initial and diagnostic assessment and numeracy teaching. Learners will also consider the use of technology within numeracy teaching and learning. They will consider how numeracy can impact on different contexts and subjects, how to liaise with others to promote the inclusion of numeracy in learning programmes and how to promote learning support and learner support within numeracy teaching and learning.
Credit value	15
Guided learning hours	40
Level	5
Optional/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand the factors that influence the development and progression of numeracy learners

The learner can:

- 1.1 Analyse the impact of personal, social, economic and political factors on the development and progression of numeracy learners
- 1.2 Explain the impact of learners' literacy and language skills on the development and progression of their numeracy skills
- 1.3 Explain how differing communication approaches can affect the learning of numeracy processes and skills

Learning outcome 2**The learner will:**

- 2 Understand the use of assessment approaches to meet the needs of numeracy learners

The learner can:

- 2.1 Identify the skills, knowledge and understanding that can be assessed in numeracy
- 2.2 Analyse approaches to initial and diagnostic assessment to identify the mathematics and numeracy skills and aspirations of numeracy learners
- 2.3 Analyse the use of assessment tools in numeracy teaching and learning

Unit 37 Numeracy and the learners (K/505/0765) (cont'd)**Learning outcome 3****The learner will:**

- 3 Understand the use of numeracy teaching approaches and resources to meet the needs of individual numeracy learners

The learner can:

- 3.1 Analyse numeracy teaching approaches and resources, including technologies, for suitability in meeting individual learners' needs
- 3.2 Analyse the impact of using technology on learner engagement, motivation and success in numeracy teaching and learning

Learning outcome 4**The learner will:**

- 4 Understand how numeracy can impact on different contexts and subjects

The learner can:

- 4.1 Identify the numeracy skills and knowledge needed by learners across contexts and subjects, and for progression purposes
- 4.2 Explain the importance of encouraging learners to make links between their mathematical and numeracy development and their other personal development

Learning outcome 5**The learner will:**

- 5 Be able to promote learning support and learner support within numeracy teaching and learning

The learner can:

- 5.1 Explain the boundaries between own specialist area and those of other specialists and practitioners
- 5.2 Analyse numeracy learning opportunities to determine how teaching and support needs may be shared between learning professionals

Learning outcome 6**The learner will:**

- 6 Understand how to liaise with others to promote the inclusion of numeracy and wider skills in learning programmes

The learner can:

- 6.1 Explain how to liaise with other professionals to provide specialist knowledge of how to include numeracy in vocational and other subject areas
- 6.2 Explain how to liaise with other professionals to promote the inclusion of wider skills in own specialist area

Unit 37 Numeracy and the learners (K/505/0765) (cont'd)**Assessment guidance**

Delivery and assessment
A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured.
Types of evidence
Evidence could include: <ul style="list-style-type: none">• peer teaching review• assignment• project• report• professional discussion• individual presentation

Unit 38 Numeracy knowledge and understanding (H/505/0764)

Unit summary	This unit aims to enable learners to improve their numeracy knowledge, understanding and practice. Learners will consider fundamental attributes of mathematics and numeracy, the attributes of procedures within mathematics and numeracy and how the origins and status of mathematics impact on numeracy teaching. Learners will also consider the links between popular perceptions of mathematics and numeracy learning.
Credit value	15
Guided learning hours	40
Level	5
Optional/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand fundamental attributes of mathematics and numeracy

The learner can:

- 1.1 Review the historic and cultural development of mathematics
- 1.2 Analyse the language and concepts associated with number systems
- 1.3 Analyse common errors and misconceptions in mathematics and possible reasons why they occur
- 1.4 Analyse the techniques used in mathematics and numeracy for conceptual linkages

Learning outcome 2**The learner will:**

- 2 Understand the attributes of procedures within mathematics and numeracy

The learner can:

- 2.1 Analyse the activities, processes and stages within mathematical problems and investigations
- 2.2 Evaluate written, mental and diagrammatic mathematical strategies, analysing the associated metalanguage
- 2.3 Analyse the use, interpretation and representation of data
- 2.4 Evaluate the use of measurement systems within problem solving including:
 - definition
 - conversion
 - representation

Unit 38 Numeracy knowledge and understanding (H/505/0764) (cont'd)**Learning outcome 3****The learner will:**

- 3 Understand how learning theories and the origins and status of mathematics impact on numeracy teaching

The learner can:

- 3.1 Analyse the effect of the origins and status of mathematics knowledge on mathematics and numeracy curriculum development
3.2 Analyse how teaching and learning theories underpin numeracy teaching and learning

Learning outcome 4**The learner will:**

- 4 Understand the links between the roles and perceptions of mathematics and numeracy within society

The learner can:

- 4.1 Analyse the role of mathematics and numeracy within society
4.2 Evaluate perceptions of mathematics and numeracy including:
 - popular views
 - learner attitudes
 - trends in learner attainment

Assessment guidance**Delivery and assessment**

A range of assessment evidence can be used for this unit as long as all learning outcomes and assessment criteria are covered and the evidence generated can be internally and externally quality assured.

Types of evidence

Evidence could include:

- assignment
- project
- report
- case study
- professional discussion
- individual presentation

Unit 39 Managing behaviours in a learning environment (M/505/3912)

Unit summary	This unit aims to enable learners to manage behaviours in a learning environment. It includes understanding the characteristics and impact of behaviours in the learning environment, related legislation, and organisational policies. It also includes promoting behaviours that contribute to a purposeful learning environment, managing disruptive behaviours, and evaluating own practice in managing behaviours in a learning environment.
Credit value	6
Guided learning hours	20
Level	5
Optional/optional	Optional

Learning outcome 1**The learner will:**

- 1 Understand the characteristics and impact of behaviours in a learning environment

The learner can:

- 1.1 Analyse behaviours that can occur in a learning environment
- 1.2 Analyse potential factors contributing to behaviours in a learning environment
- 1.3 Analyse the impact of behaviours on a learning environment

Learning outcome 2**The learner will:**

- 2 Understand legislation and organisational policies relating to managing behaviours in a learning environment

The learner can:

- 2.1 Analyse legislation relating to managing behaviours in a learning environment
- 2.2 Analyse organisational policies relating to managing behaviours in a learning environment

Learning outcome 3**The learner will:**

- 3 Be able to apply theories of behaviour management to create and maintain a purposeful learning environment

The learner can:

- 3.1 Analyse theories of behaviour management
- 3.2 Establish a purposeful learning environment
- 3.3 Explain how own practice in creating a purposeful learning environment has taken account of theories of behaviour management

Unit 39 Managing behaviours in a learning environment (M/505/3912) (cont'd)**Learning outcome 4****The learner will:**

- 4 Be able to evaluate own practice in managing behaviours in a learning environment

The learner can:

- 4.1 Analyse the effectiveness of own practice in relation to managing behaviours in a learning environment
- 4.2 Identify own strengths and areas for improvement in relation to managing behaviours in a learning environment

Assessment guidance

Delivery and assessment
<p>The learning outcomes must be assessed in a teaching and learning environment.</p> <p>Simulation is not permitted.</p> <p>There is a requirement to observe and assess practice in this unit.</p> <p>For the knowledge and understanding aspects of this unit, a range of assessment evidence can be used as long as the assessment criteria are covered and the evidence generated can be internally and externally quality assured.</p> <p>See practice requirements in section 1 for further guidance on practice and observation hours required for the qualification.</p>
Types of evidence
<p>Evidence must include:</p> <ul style="list-style-type: none"> • teaching observation <p>Evidence could include:</p> <ul style="list-style-type: none"> • work products to reflect how behaviours are managed in the learning environment, such as: <ul style="list-style-type: none"> ○ seating plans ○ resources ○ peer support arrangements ○ group contract ○ induction information • assignment • project • report • professional discussion • individual presentation

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific assessment strategies or principles of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The centre needs to ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the SSC or our assessment requirements for the unit they are assessing or quality assuring.

Please see staffing requirements in section 1 for more details.

This qualification must be assessed in line with the Education and Training Foundation's guidance for qualifications in education and training which can be found on the NCFE website.

Section 3

Explanation of terms

Explanation of terms

This table explains how the terms used at level 5 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Act (as a role model)	Serve as a model in a particular behavioural or social role for another person to emulate.
Adapt (approaches)	Modify, adjust, make suitable for purpose.
Adhere to	Follow, keep, maintain, respect, abide by, give support to (for example, adhere to a strict code of practice).
Analyse	Break the subject or complex situations into separate parts and examine each part in detail, identify the main issues and show how the main ideas are related to practice and why they are important (reference to current research or theory may support the analysis).
Apply (standards)	Explain how existing knowledge, practices, and standards can be linked to new or different situations.
Ascertain	Find out for certain.
Assess	Estimate and make a judgement.
Compare	Examine the subjects in detail, looking at similarities and differences.
Compare and contrast	Examine the subjects in detail, looking at similarities and differences, and distinguish between (identify) striking differences.
Critically review	Revise, debate and judge the merit of.
Clarify	Explain the information in a clear, concise way, showing depth and understanding.
Critically analyse	This is a development of 'analyse' that explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion.
Critically evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences; judge the evidence and discuss the validity of claims from the opposing views and produce a convincing argument to support the conclusion or judgement.
Collaborate (L7)	Work jointly with.
Describe	Provide an extended range of detailed information about the topic or item in a logical way.
Develop	Identify, build and extend a topic, plan or idea.
Distinguish between	Discuss identified differences between more than one item, product, object or activity.
Demonstrate	Apply skills in a practical situation and/or show an understanding of the topic.

Explain	Apply reasoning to account for how something is or to show understanding of underpinning concepts (responses could include examples to support the reasons).
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences; judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement; apply current research or theories to support the evaluation when applicable.
Establish (L5 and L6)	Set up on a permanent basis; get generally accepted; place beyond dispute.
Empower	Equip or supply with an ability; enable or permit.
Enable	Supply with the means, knowledge, or opportunity; make able.
Facilitate (L6)	Make easier; assist the progress of.
Formulate (L5, L6 and L7)	Draw together; set forth in a logical way; express in systematic terms or concepts.
Give constructive feedback	Provide commentary that serves to improve or advance; be helpful.
Identify	Ascertain the origin, nature, or definitive characteristics of.
Implement (L5 and L6)	Put into practical effect; carry out.
Investigate	Detailed examination or study; enquire systematically.
Intervene effectively	Change an outcome.
Initiate	Originate/start a process.
Justify	Give a comprehensive explanation of the reasons for actions and/or decisions.
Monitor	Maintain regular surveillance.
Mentor	Serve as a trusted counsellor or teacher to another person; help others succeed.
Negotiate	Discuss with a view to finding an agreed settlement.
Resolve	Solve; settle; explain.
Research (L5 and L6)	A detailed study of a subject to discover new information or reach a new understanding.
Review	Revisit and judge the merit of.
Recognise	Acknowledge the validity of.
Represent views of	Act as an advocate; speak, plead or argue in favour of.
Review and revise	Revisit, judge the merit of, and make recommendations for change.

Reflect on	Consult with oneself, recognising implications of current practice with a view to changing future practice.
Recommend	Revisit and judge the merit of; endorse a proposal or course of action; advocate in favour of.
Select	Make an informed choice for a specific person.
Summarise	Select the main ideas, argument or facts and present in a precise, concise way.
Signpost	Point the way; indicate.
Support	Strengthen, support or encourage; corroborate; give greater credibility to.
Set objectives (L6)	Identify the outcomes required.
Secure	Make safe; obtain (information or evidence).
Triangulate (L7)	Identify 3 aspects to ensure validity.
Work in partnership/collaboratively	Work in association with 2 or more persons (this may include stakeholders, service users and/or carers).

Section 4

Additional information

Additional information

Resource requirements

It is expected that resources needed to support delivery and assessment are of industry standard.

NCFE expects learners to have access to appropriate IT and research facilities, including relevant trade publications and educational journals. Centres will also need to have appropriately resourced teaching rooms and facilities. Learners must have access to a range of individuals and groups as needed to enable them to evidence their teaching practice requirements.

The following documents are essential reading for any centre involved in the delivery, assessment and administration of this qualification:

- qualification guidance – qualifications in education and training (The Education & Training Foundation, November 2016)
- The Minimum Core for teacher training qualifications for the Further Education and Skills sector/further education and skills inspection handbook (Ofsted)
- criteria for entry to mathematics (numeracy) and English (literacy and ESOL) teacher training in the lifelong learning sector (LLUK, June 2007, amended February 2010)

Support for learners

Learner's evidence tracking log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You do not have to use the LETL, you can devise your own evidence tracking document instead.

Support for centres

Qualification factsheet

This document outlines the key information of this qualification for the centre, learner and employer.

Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification:

- Education and Training Foundation (ETF): www.et-foundation.co.uk/
- Ofsted: www.gov.uk/government/organisations/ofsted
- National Literacy Trust: www.literacytrust.org.uk/information/what-is-literacy/
- Equality and Human Rights Commission: www.equalityhumanrights.com/en

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse any learning resources available on these websites. For official NCFE endorsed learning resources please see the additional and teaching materials sections on the qualification page on the NCFE website.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

Contact us

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